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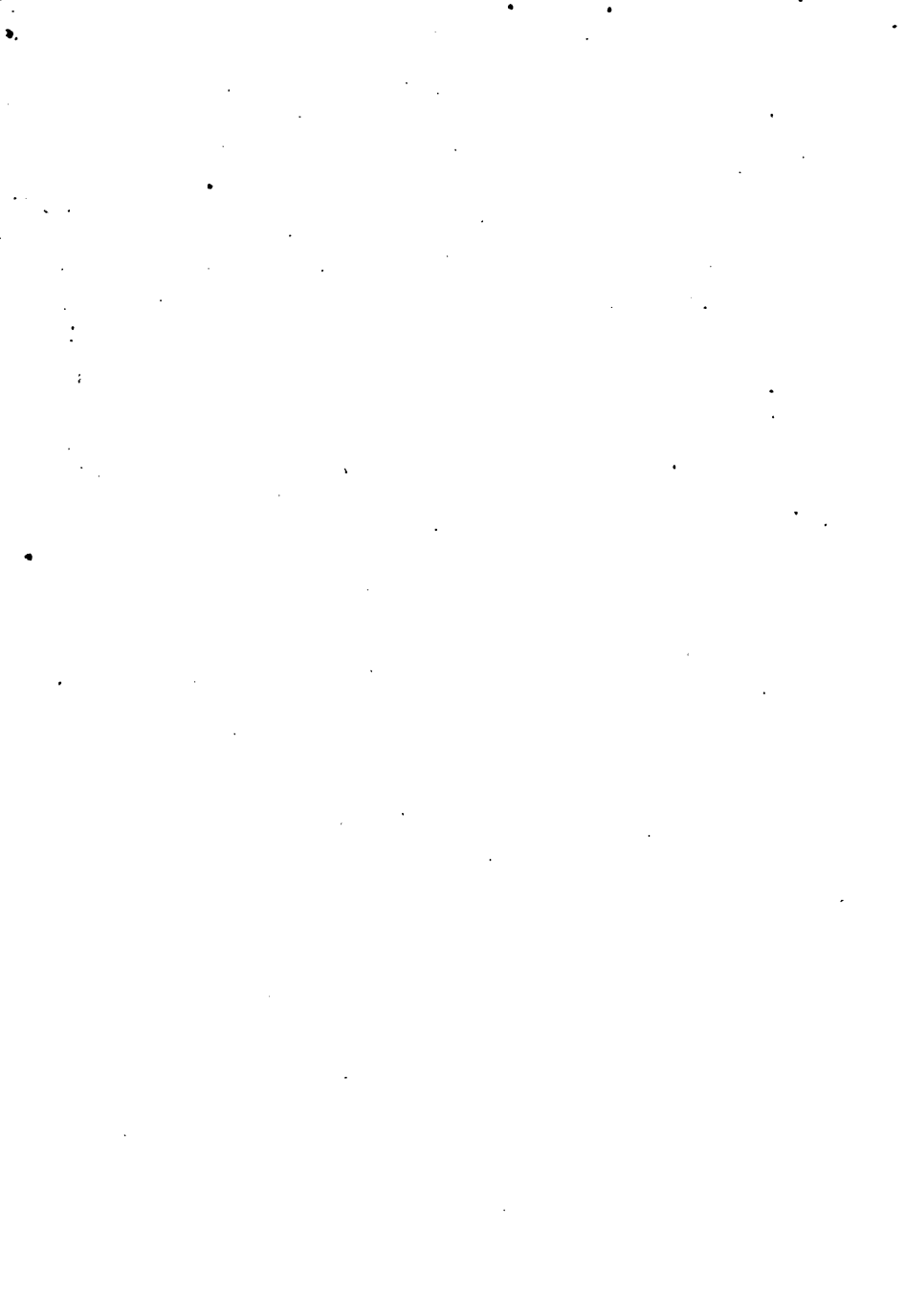


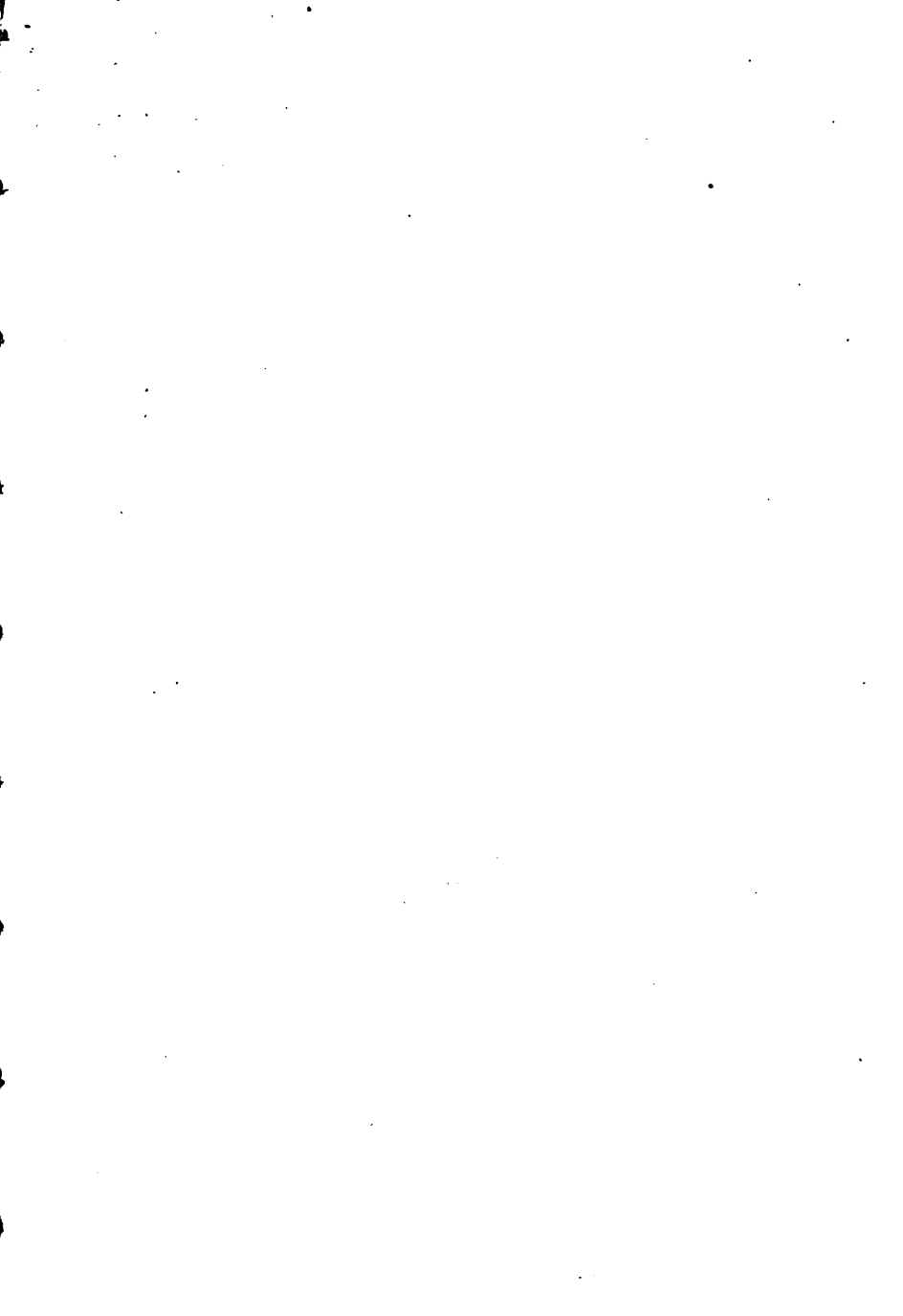
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225 North Shore Drive
San Diego, California
September 8, 1917

Dear Fred:

Your letter from Lake James
was much enjoyed by Harriet and me.
We wish that we could spend a
summer there.

I have never seen a king-
fisher's nest. Our bird book says
that these nests are often as far
as ten feet in the bank, and

A GROUP EXERCISE OR SOCIALIZED RECITATION

0

THREE-BOOK EDITION

ORAL AND WRITTEN ENGLISH

COMPLETE BOOK

BY

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PREFACE

This book is less a textbook in the science of grammar than a laboratory manual in the art of speaking and writing correct English. The plan provides for the alternation of grammar with composition, and also for the larger alternation of both with habit-forming correct-usage drills. There is a clear-cut separation of grammar that is immediately usable from grammar whose interest is more remote. All this indicates the radically practical purpose of these lessons.

Like the preceding books of the series, the present text is based on the principle that, if results of value are to be achieved in the teaching of English, children must enjoy their work. It is the aim of the present text, with its continual and various appeals to real motives for speaking and writing, to make oral and written composition a delight to children and a welcome task.

The presentation of grammar is marked by a division of the subject matter. The usable essentials have been presented in the body of the book, with thoroughness, yet without exacting formality. On the other hand, all those technicalities of grammar which cannot ordinarily be expected to function in the child's speaking and writing have been transferred to the Appendix. The new terminology, now generally accepted, has been employed.

A feature of the book is the adoption of the socialized recitation for the correction of compositions. As the Group Exercise it provides both the opportunity and the means for converting into a pleasurable educative exercise what heretofore has been drudgery without adequate compensation.

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controlled by them : to Whitaker and Ray-Wiggin Company for Joaquin Miller's "Columbus"; to the estate of Phillips Brooks and to E. P. Dutton and Company for two letters from Phillips Brooks's "Letters of Travel"; to Harper and Brothers for the extracts from Martha Evans Martin's "The Friendly Stars" and for the letter by Sydney Smith to Charles Fox; to William J. Long for the selections from "Wood Folk at School" and "Northern Trails"; to B. F. Johnson and Company for Henry Timrod's "Hark to the Shouting Wind"; to C. D. Wood for the selection from "Animals: their Relation and Use to Man"; to G. P. Putnam's Sons for the extracts from Washington Irving's "Sketch Book," "The Life and Voyages of Columbus," and for Irving's letter to a little girl; to David Montgomery for the selection from "The Leading Facts of American History"; to J. H. Robinson and C. A. Beard for the extracts from "Outlines of European History"; to Roy Davis and Clarence H. Lingham for the selections from "Business English and Correspondence"; to D. Appleton and Company for William Cullen Bryant's "The Planting of the Apple Tree"; to Doubleday, Page and Company for the selection from Luther H. Gulick's "The Efficient Life"; to D. S. Muzzey for the extract from "An American History"; and to Meredith Nicholson for the letter to the principal of the Brooks School for Boys, Indianapolis. Edward Rowland Sill's "Opportunity," Oliver Wendell Holmes's "Old Ironsides," and the extracts from Ella Lyman Cabot's "Ethics for Children," James T. Fields's "Yesterdays with Authors," Nathaniel Hawthorne's "The Scarlet Letter," "The House of Seven Gables," and "A Wonder-Book," and Henry D. Thoreau's "Walden" are printed by permission of, and under arrangement with, Houghton Mifflin Company, authorized publishers.

THE AUTHORS

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ORAL AND WRITTEN ENGLISH

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COMPLETE BOOK*

INTRODUCTION¹

1. Telling Interesting Things

Oral Exercise. Where did you spend your last vacation? Think of something you did or saw about which your classmates would enjoy hearing. Then, briefly, tell them about it.

Sometimes pupils find it hard to choose a subject. Perhaps the following list will suggest a good one to you:

1. Living in a Tent
2. Seeing the Parade
3. Gathering Wild Flowers
4. The Animals in the Zoölogical Garden
5. A Fishing Trip
6. A Day in the Park
7. The Hottest Day in the Year
8. Watching Firemen Put Out a Fire
9. Cooking over a Camp Fire
10. An Afternoon on the River
11. A Bad Accident
12. An Adventure with a Snake
13. A Trip in a Motorboat
14. Taking Care of an Animal
15. A Burglar

* NOTE TO TEACHER. Immediately preceding the Index are several pages devoted to notes to the teacher. Cross references to these notes are given in the text, as above. Note 1 may be found on the page following page 418.

16. Visiting a Factory
17. A Railroad Journey
18. A Picnic
19. My Garden
20. An Interesting Visit

Group Exercise. After each pupil gives his talk his classmates will criticize it, telling in the friendliest spirit what they like and what they do not like. In this way all will learn how to speak better. The following questions should be kept in mind in these class criticisms :

1. Was the account interesting? What made it interesting — what the speaker said or the way he said it?
2. Did he speak distinctly?
3. Did he pronounce all the words correctly?
4. Did he make any mistakes in English? Did he show, by using incorrect expressions, that he needs to study and learn more about correct speaking?

Oral Exercise. It is fun for pupils to tell each other about good times they had during vacation. Choose another subject that you think will interest your classmates. Decide how you will begin your talk, what you will say next, and what last. When you speak, keep this order in mind.

2. Explaining How to Do or to Make Something

Oral Exercise. 1. During the preceding exercises you probably discovered that it is best, before beginning a talk, to decide what to say first, what next, and what after that. Why is it best to do this? Observe that the following explanation is given in this orderly manner. What is spoken of first? What next? What after that? These steps make the outline of the explanation.

HOW TO MAKE A SWING

It is usually best to begin the making of a swing by picking out the branch to which the rope is to be fastened. To find such a branch is not always easy. It needs to be strong and high enough, — between fifteen and twenty feet is best, — and it should also be quite or nearly horizontal. Sometimes it is necessary to use instead a long horizontal pole, whose ends are made fast in two trees.

After finding a good support for the swing, the next thing for you to get is a suitable rope. Any rope that is strong enough to carry your weight will do; but Manila rope, one inch in thickness, is the best for the purpose. It is very strong, and just thick enough for the grip of the hands so that it is easy to hold to as one swings. Fasten the ends of your rope to the branch, being careful that the bottom of the loop hangs the right distance from the ground. This distance depends, of course, on the length of your legs. But better let the loop hang about six inches higher than is comfortable for you at first, to allow for the stretching of the rope.

Now get the board. A one-inch board of hard wood, six inches wide and two feet long, will prove most satisfactory. But even this should be strengthened by nailing two small boards or cleats on its under side. Saw in the center of each of its two ends a V-shaped notch to hold the rope. When you have laid it in the loop, the fun of swinging may begin.

2. Compare your outline with the following. How many steps are there in the outline? How many paragraphs are there in the explanation?

OUTLINE OF THE EXPLANATION OF HOW TO MAKE A SWING

1. Finding a suitable branch or support
2. Fastening the rope
3. Making the board

Oral Exercise. What can you make or do particularly well? Can you make a whistle, an electric bell, a sled, an apron, fudge, cookies? Do you know the best way of polishing silver, of

washing and drying dishes, of making a springboard, of hanging a picture, of sharpening a knife? Explain to your classmates what you can make or do.² Have an outline in mind in order that you may speak clearly and to the point. Perhaps the following list will suggest a good subject :

1. How to Find the North Star
2. How to Pitch a Tent
3. How to Handle and Take Care of a Rifle
4. How to Paddle a Canoe
5. How to Swim
6. How to Learn to Swim
7. How to Get a Book at the Public Library
8. How to Make Griddlecakes
9. How to Make Lemonade
10. How to Care for a Cow
11. How to Hang a Barn Door
12. How to Wash Windows
13. How to Hang a Screen Door
14. How to Prove Addition
15. How to Make a Raft
16. How to Make a Cheese Sandwich
17. How to Make a Twine Holder
18. How to Play Checkers
19. How a Snowplow Works
20. How to Lay Shingles
21. How to Darn Stockings
22. How a Street is Paved

Group Exercise. After each explanation the class should call attention to the mistakes in English that the speaker made. Whenever a pupil makes a mistake it shows that he needs to learn more about the correct use of words. He needs to study grammar. Grammar tells why some expressions are correct and others incorrect.

3. Writing Compositions

Written Exercise. Choose another subject and write what you wish to tell your classmates about it. Your teacher will give you no help at this time, for the exercise is to show what you remember about the best way of putting your thoughts on paper. Keep this and all your compositions; you will have further use for them.³

Group Exercise. When all the compositions have been written, let three or four pupils copy theirs on the board. The class will criticize these with the following questions in mind:⁴

1. Do the important words in the title of the composition begin with capital letters?

2. Is the composition properly divided into paragraphs? What reasons are there for thinking so? Is the beginning of each paragraph correctly indicated?

3. Does every sentence in the composition begin with a capital letter and end with the proper punctuation mark?

4. Does the composition show by its mistakes that the writer needs to learn more about writing paragraphs, about writing sentences, and about grammar?

CHAPTER ONE⁵

THE SENTENCE

1. What a Sentence Is

1. The black horse belongs to my father.
2. The black horse spent the day in the pasture.
3. The black horse galloped down the road.

Oral Exercise. 1. Each of the groups of words above expresses a thought about the black horse. Have you a thought about the black horse? What is it?

2. Express your thought about each of the following. Let it be a thought that will interest the class, a thought that is worth expressing. If you can, express more than one thought about each.

The good cow
My little sister
This old book

John's dog
The conductor
The apple tree

Mary
The sailor
That poor old man

When we speak or write we use words not singly but in groups, each of which expresses a complete thought. Thus we say:

The storm on the lake continued all night.
The storm on the lake destroyed a fine ship.

It would be very different if we should say merely:

The storm on the lake.

This group of words needs to have something added to it to express a complete thought.

The same would be true if we should speak the words :

Is reading.

If we said no more, no one would understand us.

It is not so if we say :

The boy is reading.

The old gentleman is reading the newspaper.

The girl is reading a story.

Plainly, each of these three groups of words needs to have nothing added to it ; each, just as it stands, expresses a complete thought. Such complete groups are called sentences.

A sentence is a group of words expressing a complete thought.

Oral Exercise. Read the following passage carefully and tell how many sentences it contains. With what kind of letter does each sentence begin ? With what kind of mark does each sentence end ?

It was glorious in the country. Cornfields were waving. Oats were green. Hay stood in great stacks in the meadows. On a sunny slope stood a pleasant old farmhouse. Near it flowed a little stream of water. Should you have liked to be there ? Go with me to the country next summer.

Group Exercise. Let pupils write sentences on the board. The class will criticize these sentences. Is each a sentence ? If not, what must be added to it to make it a sentence ? Does each begin with a capital letter ? Does each end with the proper punctuation mark ?

Oral Exercise. 1. Some of the following groups of words are sentences ; some are not. Decide whether each group is a sentence or not.

- | | |
|--|--|
| 1. Washington carried the mes-
sage. | 10. Narrow escape from death. |
| 2. He was a very young man. | 11. He expected to cross on the
ice. |
| 3. The dense forests and deep
snow. | 12. There was no way of getting
over. |
| 4. Washington in uniform. | 13. He found the ice broken. |
| 5. Then he put on an Indian
costume. | 14. A raft on the river. |
| 6. The rivers were swollen. | 15. Washington fell into the water. |
| 7. A little later. | 16. The cold water and ice. |
| 8. Joined by an Indian guide. | 17. They reached an island. |
| 9. He discharged his gun at
Washington. | 18. The travelers suffered. |
| | 19. No one dared to kindle a fire. |
| | 20. At last their journey ended. |

2. Add words to the groups above that are not complete, so as to make sentences of them.

Group Exercise. With the class watching for errors, let pupils write on the board sentences containing the words in the list which follows, two sentences for each word. Thus:

Newspaper. To-day's newspaper tells of another battle.
What does to-day's newspaper say?

canary	bananas	railroad	puzzle	sandwich
umbrella	Mary	window	cent	carpenter
John	chickens	Indian	guard	bridge
squaw	pavement	anchor	gypsy	dressmaker

2. Kinds of Sentences

1. Tom drove to the farm to-day.
2. Did Tom drive to the farm to-day?
3. Tom, will you drive there to-morrow?
4. Tom will drive there to-morrow.

Oral Exercise. Are all four of these groups of words sentences? What does the first sentence do—tell something or

ask something? Does the second tell something or ask something? The third? The fourth?

We see that sentences either tell something or ask something.

A declarative sentence is a sentence that tells something. As :

Benjamin Franklin was once a poor boy.

The dogs could not catch the rabbit.

The conductor let me off at Washington Street.

The door of Scrooge's countinghouse was open.

An interrogative sentence is a sentence that asks something. As :

How are you this morning?

Are you going to the circus?

Are you not going to the circus?

Will you please let me off at Washington Street?

NOTE. The word *interrogative* means "asking a question."

Oral Exercise. Tell whether each of the sentences that follow is declarative or interrogative.⁶ What punctuation mark ends the declarative sentences? What kind of sentence always ends with a question mark?

1. The sun shone brightly all day.
2. Did it rain here yesterday?
3. The boys were playing basketball.
4. Do you know which team won?
5. When shall we three meet again?
6. The little brown house stood at the foot of the hill.
7. Who lives there?
8. Will you not reply to my letter promptly?
9. Will you please write your name on this card?
10. There once lived in China a boy whose name was Aladdin.

Group Exercise. Let several pupils begin to write on the board the sentences called for in this exercise. Pupils remaining in

their seats are to watch for errors. A pupil who discovers another's error takes his place at the board.

1. Make declarative sentences about (a) apples, (b) a dog, (c) something that you are planning to buy, (d) the street on which you live, (e) the work you intend to do when you are grown up.

2. Make interrogative sentences about these same subjects.

3. Make declarative and interrogative sentences, as called for by the pupils in their seats, who will also say what these sentences are to be about.

Group Exercise. Let us now apply to our own compositions all that we have learned about the writing of sentences. You were asked to keep the last composition that you wrote. Let yours and several others be copied on the board. Let all the pupils look for errors⁷ of all kinds, but particularly for :

- (a) Sentences not properly begun
- (b) Sentences not properly ended
- (c) Sentences that are unfinished (these need to have words added to make complete sentences of them)

COMPOSITION — I

1. Letter Writing

Fred Gregory is spending his vacation at a little lake in the country, where his father has rented a cottage for the summer. One day Fred wrote his friend Tom the following letter :

A LETTER FROM FRED GREGORY TO HIS FRIEND TOM

16 Woodland Road
Jamestown, Michigan
July 24, 1920

Dear Tom :

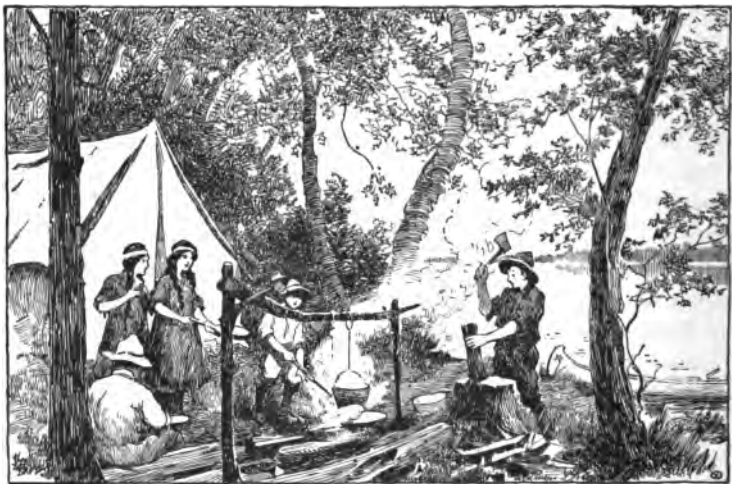
You never saw a pleasanter place than this little lake. It keeps me thinking of the Glimmerglass in "The Deerslayer." Like the Glimmerglass, it is about three miles long and half as wide and has on nearly all sides thickly wooded shores. There are some cottages here, but I suppose the lake looks very nearly as it did a hundred years ago, when only hunters and Indians visited it.

I wish you were here with us. We have a canoe and a rowboat, and almost every day we go exploring along the shores of the lake. I found a kingfisher's nest in the clay bank a few weeks ago. We had been wondering where this bird lived ; we saw him every day or heard his rattle as he flew by our cottage. Our exploring trips are the best fun I ever had. I could give you a list, a page long, of all the plants and animals I have learned to know. There are ten different kinds of turtles in a water-box near our little dock, all of them found by either Elizabeth or me. Think of that ! A few weeks ago we took a tramp through the woods, were caught in a thundershower, and came home wet to the skin, but with a box turtle and a moccasin flower as trophies. Evenings, around the lighted lamp, Daddy reads to us from "The Deerslayer."

Do you know of another book very much like "The Deerslayer"? We shall soon reach the end of that. I am looking for a book which fits this lake scenery as "The Deerslayer" does, one which has to do with outdoor life, and botanizing, and canoeing. Have you read anything that you think would suit me?

Your old friend,
Fred Gregory

Exercise. 1. What interested you most in Fred's letter? Have you read "The Deerslayer"? What is your answer to the question that Fred asks Tom in the last paragraph of his letter?



VACATION DAYS

2. As if you were Tom, to whom this letter is addressed, write briefly an interesting reply to it.

Group Exercise. Three or four of the letters that the preceding exercise called for should be copied on the board. As the following numbered paragraphs are studied, the letters on the

board should be corrected and improved by the class, the teacher writing the corrections as the class makes them.

1. Can you tell from Fred Gregory's letter the place and the time of writing? Does your letter to Fred mention the place where you wrote it, and does it give the date? Do the letters on the board give this information? The place of writing and the date together are called the **heading** of a letter. Supply your letter with its proper heading, if you have not done so already. Look at Fred's letter to see where the heading belongs and how it is written.

2. In Fred's letter the words "Dear Tom" form what is called the **greeting**. What is the greeting of each letter on the board? Supply your letter to Fred with a proper greeting, if you have not done so already. Look at Fred's letter to see where the greeting belongs and what punctuation mark follows it.⁸

3. Fred's letter ends with the words "Your old friend, Fred Gregory." Refer to the letter to see how these are written. They make what is called the **ending** of a letter. Usually such phrases as "Yours truly," "Yours sincerely," "Yours respectfully," "Yours affectionately," are written above the name of the writer. What is the ending of each letter on the board? Supply your letter with an ending, if it has none. Consult Fred's letter to see just where the ending is put, how it is punctuated, and what words in it begin with capitals.

4. The main part of the letter, which contains what we have to say to the person to whom we are writing, is called the **body** of the letter. The body of a letter may vary in length from a few lines to several pages.

Group Exercise. Let three or four pupils write on the board, the rest of the class on paper. As each part of the exercise below is completed, the class will make criticisms, each pupil

comparing his own paper with the work on the board. Several groups of pupils may take their turn at the board before the entire exercise is finished. Rectangles (see below) should be drawn to indicate the letters and the envelopes.

	HEADING 1912 Prairie Avenue Chicago, Illinois September 2, 1920
GREETING Dear old Friend :	

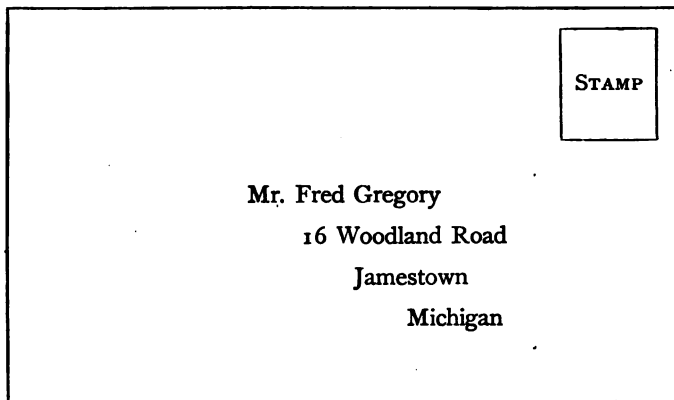
	BODY OF THE LETTER

	ENDING Yours sincerely, Henry W. Bradley

1. Write the appropriate heading, greeting, and ending for a letter from you to your father. Arrange these parts as in a letter (see above). Indicate the body of the letter by a few lines of dots or dashes.

2. In the same way write the framework for a letter to your friend Tom, who has gone to California ; to your uncle, who lives in the South ; to your mother, who is visiting your uncle ; to your grandfather in Vermont. Pretend in each case that you are writing from a different city and at a different time.

3. Address the envelopes for these five letters. In order that you may address them correctly, study the following addressed envelope :



Written Exercise. Let each pupil write a short letter to one of his classmates. Perhaps the teacher will group all the pupils in pairs. Let the subject of the letter be, "What I Should Wish, if I Could Have Anything I Wanted." All the letters may be mailed in the class post office,⁹ and the class postmaster will see that each letter reaches the person to whom it is addressed.

Group Exercise. Some of the letters should be copied on the board in order that they may be read by the class. The following questions should be used in studying each one :

1. Is the letter interesting ?
2. Are heading, greeting, and ending written correctly ?

3. Is each sentence really a sentence, or does it need to have words added to make it complete?

4. Does each sentence begin with a capital letter?

5. Does each sentence end with a period or a question mark?

2. Story-Telling

Would it not be pleasant if every pupil brought to school an interesting story to tell the class? Some of these might be about animals, others about boys and girls, still others about adventures in far-away lands; some might be about the boyhood of famous men, others about happenings in which you or some one you know took part; some might be funny, others sad, others exciting. What should you say if the teacher set aside some time every Friday afternoon for story-telling? ¹⁰

Oral Exercise. Find an interesting anecdote or short story, true or imaginary, and entertain your classmates with it during the "story hour."

3. Paragraph Study

There is one feature of Fred's letter on pages 13 and 14 that may have escaped your attention.

Oral Exercise. Into how many sections is the body of that letter divided? Can you tell why? What is the first section about? How many sentences are there in that section? What is the second section or group of sentences about? What is the third section about? Decide whether the following outline of the letter is a good one:

OUTLINE OF FRED'S LETTER TO HIS FRIEND TOM

1. Fred describes the lake.
2. Fred tells some of the things he has been doing there.
3. Fred asks Tom a question.

We see that Fred's letter falls into three sections, or paragraphs, because it contains three main ideas or subjects.

A paragraph is a group of sentences that belong together because they all tell about one idea or subject.

The first line of a paragraph begins a little to the right of the rest of the writing or printing. Refer to Fred's letter and notice how each of the three paragraphs begins.¹¹

Oral Exercise. 1. Go into your mother's kitchen while dinner is being prepared. Close your eyes. How many different sounds can you hear? What does each sound mean? What things can you smell, and do these various pleasant odors tell you what you will have for dinner? Now open your eyes. What do you see?

2. Tell briefly about the sounds, smells, and sights in your mother's kitchen. But divide your talk into three distinct parts and use the words *first*, *second*, *third*, to begin the different parts. Let each part be more than a list.

Group Exercise. You and your classmates should now plan a letter to a school in another town or city.¹² Let it tell the pupils of that school about your own town or city. What particularly interesting matters shall the letter speak of? Let every pupil name at least one. The teacher will write all the ideas on the board, in the order in which they are given.¹³

The entire class may now read this list with the following questions in mind:

1. How shall the letter begin? With the first suggestion in the list? Would the second or the third suggestion make a better beginning?

2. What shall the last paragraph of the letter tell about? Shall it tell about the last idea on the board?

3. Can the ideas on the board be put in better order? Which should come first? Which next? Which after that? Let this outline be put on the board.

4. Can another outline be made? Is it better than the preceding one?

Each pupil should now choose the outline he prefers and write the letter planned above. The class will decide, when the letters have been read aloud, which shall be mailed to the school.

If your teacher has been able to arrange with that school for an exchange of letters on the same subject, let the letter from that school be copied on the board and studied. An outline should be made of it. How does it differ from the outlines made above? Which is the clearer? Which is the more interesting?

Subjects about which the class might write, instead of the one given at the beginning of this exercise, are :

- | | |
|---------------------------------|-----------------------|
| 1. A Fourth-of-July Celebration | 5. An Automobile Race |
| 2. A Decoration-Day Parade | 6. A Horse Race |
| 3. A County Fair | 7. A Baseball Game |
| 4. A Circus | 8. A Spelling Match |

4. Capitals and Punctuation Marks

On the preceding pages we saw the need of knowing each of the following statements about the use of capital letters and punctuation marks :

1. A capital letter should be used to begin every sentence.
2. The period should be used at the end of a declarative sentence.
3. The question mark should be used at the end of an interrogative sentence.
4. A capital letter should be used to begin the first word and the principal word in the greeting of a letter. Thus :

My dear Friend :

My dear Brother :

Dear Sir ;

5. The colon (:) should be used after the greeting of a letter.

6. A capital letter should be used to begin the ending of a letter. Thus :

Yours very truly,
Stephen H. Cookson

Very sincerely yours,
Mary Curtis

Your old friend,
Fred Gregory

7. The comma should be used after the first line in the ending of a letter.

8. The comma should be used in the heading of a letter to separate the name of the city from the name of the state or country. Thus :

Columbia, South Carolina
Madrid, Spain
Los Angeles, California

9. The comma should be used in a date to separate the day of the month from the year. Thus :

December 27, 1909
March 25, 1870
January 6, 1870

Exercise. Find in the Appendix ¹⁴ each of the rules for capitals and punctuation marks that are given above. You will find other rules there also. Do you already know some of them? Which ones? All the rules are placed together in the Appendix so that they can be easily found when you wish to refer to them. Illustrate on the board each rule that you know.

REVIEW AND DRILL¹⁵ — I

1. Drill in Correct Usage¹⁶

Oral Exercise. 1. Read the following sentences aloud. Do any of them seem a little unfamiliar? Perhaps the reason is that you use other and incorrect expressions instead. This reading will help you to use the correct forms.¹⁷

1. I *saw* the man, and the man *saw* me.
2. I *had seen* him before. *Have* you ever *seen* me at a game?
3. I wonder what he *did* with my book. What *have* you *done* with it?
4. Along *came* an ugly bulldog that I *had never seen* before.
5. He *had come* out of my friend's house. He *came* straight for me.
6. I *rang* the bell of my bicycle. When I *had rung* it twice, they allowed me to pass.
7. We *sang* the old songs that we *have sung* for many years.
8. The thirsty horses *drank* at the tank where they *have drunk* since we came.
9. *Have* you ever *done* better work than this? *Has* he *done* better work?
10. I *have* often *gone* to the river. I *went* there last week.

2. Use in sentences of your own each of the italicized expressions above. Ask your classmates questions that contain these. Observe whether they use the expressions correctly in their answers.

3. Can you make up a game of such questions and answers? You might ask a classmate a question containing one of the expressions above. If his answer contains no error, he in turn may question a classmate; and so on, until every pupil has taken part in the game:

2. Games

a. *Making Sentences*

Your teacher gives you a word, as, for instance, *eagles*, and asks you to make a sentence containing it. You might say:

Eagles build their nests in far-away places in the mountains.

This is a sentence because it expresses a complete thought. Now give one of your classmates a word — *book*, *mucilage*, *party*, *scissors*, *rifle*, or any one of hundreds of words you know — and ask him to make a sentence containing it. If this pupil correctly makes a sentence containing the word, he in turn may propose a word to a classmate.

Throughout the game the entire class watches closely in order to discover every group of words that is not a sentence.

b. *Answering in Complete Sentences*

Does the teacher ever tell you to answer questions in complete sentences? If, for example, such a question as "What did Columbus do — turn back or sail on?" is asked, do you usually reply with an answer like "Sail on"? The answer in a complete sentence would be, "Columbus sailed on."

After sides have been chosen, as for a spelling match, let one pupil ask another on the opposing side a question and watch to see whether the answer is a complete sentence. If it is, the pupil answering may ask a question. If it is not, he loses his place and takes his seat, and the next in the game is asked to answer. Only such answers as are complete sentences are accepted. At the end of the game the side having the greater number left standing is the winner. Interesting questions and answers will increase the pleasure of the game.

CHAPTER TWO¹⁸

SUBJECT AND PREDICATE

1. Introduction¹⁹

Perhaps you found in the exercises of the preceding chapter that it was sometimes difficult to tell whether or not a group of words was a sentence. Everybody knows, of course, that such groups as *The good-natured dog*, *The old wheelbarrow*, and *The unexpected telegram* are not sentences. But expressions like *The good-natured dog of our old neighbor in Cleveland* and *The unexpected telegram from Carl's brother with the United States army in the Philippines* are more puzzling.

In order that we may understand better what a sentence is, let us study a number of sentences more carefully than heretofore and notice particularly the separate parts of which they are made.

Exercise. 1. Make three sentences about each of the following, beginning each sentence with the words as they are given in the list. Thus :

The young man bought his brother a pocketknife.

The young man swam across the lake.

The young man drove rapidly to the nearest village.

The young man

The old horse

The runaway elephant

The trained poodle

His picnic lunch

The mosquitoes

Mr. Brown's automobile

The powerful engine

Many school children

Mary's new hat

Her friends

The Indians

Snakes

Susan

Our camp

2. Add words to each of the following groups of words so as to make complete sentences. Make three different sentences for each group of words. Thus :

The young man *bought his brother a pocketknife.*

The little boy *bought his brother a pocketknife.*

John *bought his brother a pocketknife.*

1. — bought his brother a pocketknife.
2. — swam across the lake.
3. — laughed at the funny sight.
4. — told us an exciting story.
5. — drove the cows into the creek.
6. — was almost run over by the street car.
7. — played hide and seek all evening.

2. The Two Necessary Parts of Every Sentence

Every sentence, whether long or short, consists of two parts:

One of these parts tells what the sentence is about. Thus, in the sentence "Horses run," the sentence is about *horses*. In the sentence "Boys play," the statement is about *boys*.

Exercise. In the following sentences tell what the statement is about :

- | | |
|------------------------------|------------------------|
| 1. Father works. | 4. Frank studies hard. |
| 2. Mother sews. | 5. Leaves rustle. |
| 3. My sister goes to school. | 6. Winter approaches. |

The word or group of words that tells what the sentence is about is called the **subject**.

Exercise. Point out the subject of each of the following sentences :

- | | |
|--------------------|-----------------------------|
| 1. Mary sings. | 4. Coal burns. |
| 2. Rover barks. | 5. Children imitate. |
| 3. The wind blows. | 6. The sun shines brightly. |

But, in addition to having a subject, the sentence must of course tell something about that subject. Else we have expressed no complete thought and have no sentence. It means nothing to say only :

The storm.

In order to make a sentence we must say something about the storm, about the subject. We can say :

The storm *howls*.

The storm *began with thunder and lightning*.

The storm *stopped*.

This added part, *howls, began with thunder and lightning, stopped*, that tells something about the subject, is called the **predicate**.

Exercise. Give the predicate of each of the following sentences and tell what it makes a statement about :

- | | |
|--------------------|----------------------------------|
| 1. Soldiers march. | 5. Crowds cheer wildly. |
| 2. Bands play. | 6. Boys shout noisily. |
| 3. Drums beat. | 7. Bugles sound at every corner. |
| 4. Banners wave. | 8. Horses prance about. |

Exercise. Draw a vertical line between the subject and the predicate of each of the following sentences. Thus :

The circus | will come to town to-morrow.

- | | |
|---|---|
| 1. The elephants will be in the parade. | 6. The big tent holds many people. |
| 2. Father will take us. | 7. The camels are interesting. |
| 3. Lions are dangerous animals. | 8. The horses are beautiful. |
| 4. The dangerous animals are in cages. | 9. The Japanese walks the tight rope. |
| 5. The clowns always make fun. | 10. The skillful jugglers will perform. |

The subject of a sentence tells what the sentence is about ; the predicate tells what is said about the subject.

Sometimes the subject consists of only one word, as in the sentence :

Birds | fly.

Here the predicate, too, happens to be but one word. But both subject and predicate may consist of many words. Thus :

SUBJECT	PREDICATE
Beautiful <i>birds</i> with many-colored plumage	<i>fly</i> to and fro in the early morning sunshine.

Exercise. 1. Give predicates of more than one word, to make sentences in which the following words are used as subjects :

- | | | |
|-----------|--------------------|-----------------------|
| 1. Boys | 5. People | 9. The Indian's canoe |
| 2. Girls | 6. Elephants | 10. Our friends |
| 3. School | 7. The performance | 11. A conductor |
| 4. Owls | 8. The sailboat | 12. Money |

2. Give subjects of more than one word for each of the following predicates

- | | |
|-------------------------------|---------------------------------|
| 1. — are going to school. | 6. — will play after school. |
| 2. — will visit my mother. | 7. — has apples in his basket. |
| 3. — floated down the river. | 8. — wore an old hat. |
| 4. — is an interesting story. | 9. — had a picnic in the woods. |
| 5. — cannot work to-day. | 10. — was a leader. |

3. The Principal Word of the Subject

No matter how long the subject may be, there is always some word in it that is the principal word. Consider the sentence :

The brave, skillful sailors | saved the ship.

The entire subject consists of four words, *the, brave, skillful, and sailors*. Of these we can omit *the, brave,* and *skillful* without destroying the sentence. It now reads :

Sailors | saved the ship.

We see at once that without the words *the*, *brave*, and *skillful* the sentence still has meaning, still is a sentence.

But if we omitted the word *sailors*, though we kept all the other words of the entire subject, we should no longer have a sentence. Without *sailors* the sentence would read like this :

The brave, skillful | saved the ship.

This makes no sense. In fact, it is not a sentence.

We see, then, that *sailors* is the **principal word of the subject**.²⁰

We saw that we could do without the words *the*, *brave*, and *skillful*. These are mere additions to the principal word, *sailors*, to explain or describe it,—to add to its meaning. They are called its **modifiers**.

Consider the sentence :

The brave captain of the company | was shot.

Of this sentence *the brave captain of the company* is the entire subject; *captain* is the principal word of the subject; and the other words, *the*, *brave*, and *of the company*, are the modifiers of the principal word.

The principal word of the subject is usually some word like *captain*, *sailors*, *boy*, *Tom*, *dog*, *city*,—a word that is the name of something.

Exercise. In the following sentences name (1) the entire subject, (2) the principal word of the subject :

1. The fine old house stood on the hill.
2. Tall, graceful trees grew at the side.
3. A huge dog lay on the front porch.
4. A little girl played on the lawn.
5. The girl's doll lay in a small wagon.
6. An elderly woman walked about with a cane.
7. The high snow-capped mountains made a beautiful picture.
8. A little, insignificant village was in the valley.

9. The studious boy won the prize.
10. Many large trainloads of soldiers crossed the country.
11. Christmas comes once in a year.
12. The old horse spent most of his days in the pasture down by the creek.

4. The Principal Word of the Predicate

There is always a word in the predicate that is the principal, the essential, word. Consider the sentence :

The man | drove slowly over the long bridge.

The whole predicate is *drove slowly over the long bridge*. We see at once that *drove* is the important word in the predicate. The word *slowly* and the group of words *over the long bridge* that add to the meaning of *drove* — explain it or describe it — are the modifiers of *drove*.

The principal word of the predicate is usually some word (like *drove, runs, shouts, sees, jumps*) that asserts action. We call it the verb.

Exercise. In the following sentences point out (1) the entire predicate, (2) the verb — that is, the principal word of the predicate :

1. My father drove all night in that bad storm.
2. He shouted often and loud.
3. Deep snow covered the road.
4. A cold wind blew steadily from the north.
5. The horse stumbled unexpectedly in the deep snow.
6. The horse fell near the entrance to a farm.
7. Friends appeared at last with shovels and lanterns.
8. The horse jumped to his feet at once.
9. My father ran quickly into the farmhouse.
10. The neighbors helped gladly in all sorts of ways.

5. The Predicate Preceding the Subject

The subject of a sentence does not always precede the predicate.²¹ Thus :

PREDICATE	SUBJECT
Into the crowded street came	the soldiers.

PART OF THE PREDICATE	SUBJECT	PART OF THE PREDICATE
Quickly, cautiously, bravely	the soldiers	dashed forward.

Exercise. Rewrite the following sentences so that the entire subject will precede the entire predicate :

1. In the middle of the night appeared this strange and fearful shape.
2. Down by the banks of the river we go.
3. But no sign of a bear could these excited boys find.

NOTE. The verb is *could find*.

4. Long, long afterward, in an old oak I found the arrow.
5. On went her old brown jacket. On went her old brown hat.

In interrogative sentences the subject usually follows the predicate or part of it. Thus :

Where are *the scouts* going? (Instead of: *The scouts* are going where? Observe that *are* and *going* are separated in the sentence as first given.)

What are *you* doing? (Instead of: *You* are doing what? Observe that *are* and *doing* are separated in the question.)

Exercise. Read (1) the entire subject of each of these sentences, (2) the entire predicate :

1. Will you walk into my parlor?
2. Where are the snows of winter gone?
3. What will your father say to this?
4. Why should brave men fear these enemies?
5. Will your friend arrive pretty soon?

Sometimes the subject of a sentence is not expressed. This is usually the case in sentences that express commands or requests.

In such sentences the word *you*, meaning the person or the persons spoken to, is usually the subject understood. Thus :

Be brave! means (*You*) *be brave!*

Do it now! means (*You*) *do it now!*

Pass me the bread! means (*You*) *pass me the bread!*

Frequently sentences begin with the words *There is* or *There are*. Thus :

There is a bear in the next tent.

There are several lions in the next tent.

Of course the subject of each of these sentences is not the word *There*. Neither sentence is about *There*. On the contrary, the first sentence is about a bear, and the second about several lions. *There* is a word used merely to begin each sentence.

6. Sentence Study

Exercise. Separate each of the following sentences into its subject and its predicate. Then point out the principal word of the subject and the principal word of the predicate — that is, the verb.²³

1. The poor old man walked slowly down the road.
2. The veteran soldier returned immediately to the fort.
3. The Indian guide stole noiselessly through the woods.
4. Many pleasant days passed quietly and uneventfully.
5. Here for many years the thirsty drank from the miraculous pitcher.
6. A dusty traveler paused one day under this tree.
7. Thus the old people lived in their palace a long while.
8. The aged traveler looked grave and stern.
9. A delightful smell floated most pleasantly about the kitchen.
10. The man returned from the long journey.

11. Behind them came the fierce dogs.
12. In a long ramble Rip had scrambled to one of the highest parts of the mountains.
13. A deep mountain glen, wild and lonely, could be seen by Rip.
14. A strange figure was toiling slowly up the rocks.
15. The barrel of his gun was covered with rust.

NOTE. The verb is *could be seen*.

NOTE. The verb is *was covered*.

A simple sentence is a sentence that consists of one subject and predicate.²⁸ Thus :

1. John laughed. (Simple sentence)
2. John laughed and Mary cried. (Not a simple sentence)
3. The storm beat upon that house. (Simple sentence)
4. The storm beat upon that house, but it did not fall. (This sentence has more than one subject and predicate. Hence it is *not* a simple sentence.)

Exercise. Examine again some of the sentences on page 31. Tell whether each is a simple sentence or not.

Exercise. Which of the following groups of words are sentences? Each group that is a sentence must have a subject and predicate. What is the subject of each? What is the predicate?

1. The grizzly bear is named from the grayish-brown color of his fur.
2. The old grizzly bear in the cave in the mountains.
3. Bears sleep most of the winter.
4. The snow-white fur of the polar bear.
5. He lives in the snow fields of the North.
6. Polar bears swim and dive in the cold water.
7. The hunters in those regions.
8. The damage done by bears in the West.
9. The angry settlers in that Western valley.
10. The two old bears lived alone on that mountain side.

COMPOSITION — II

1. Speaking and Writing from Outlines

Oral Exercise. Would it not be a good plan for your class to have a picnic some fine Saturday? Where could you go? There must be many suitable places that are not too far away. Make an interesting plan for a picnic. Tell it to the class.



A PICNIC PARTY

You could arrange your thoughts in the following order :

1. *Where to go.* (Tell of different good places and why you think that the one you have chosen is the best. The expense.)
2. *When to go.* (When to return and how long the trip should take.)

3. *What to do.* (Perhaps you have been on picnics before and know what makes them specially enjoyable. Tell this. Perhaps, too, you have thought of something that has never before been done on a picnic.)

After all the plans have been proposed, the class may decide by vote where to go, when to go, and what to do to make the picnic successful.

Written Exercise. If you would like another class to go on the picnic with you, write a letter inviting it. Explain the picnic plans, without making the letter long or tiresome. Probably that class will write you a reply.

Group Exercise. Several of the letters of invitation should be copied on the board — perhaps before school — so that the entire class may criticize them and select the one for mailing. The questions on pages 17 and 18, each question considered separately, should be answered about each letter.

2. The “and” Habit

Using too many *and*'s is a common fault in the speaking of pupils. It is due partly to the fact that these speakers do not drop the voice and make a clear-cut pause at the end of each sentence. Instead, they say *and* and go straight on with the next sentence. As a consequence, their speech is usually a string of sentences loosely hung together with a series of *and*'s. One way of overcoming this fault is to use, whenever possible, such words as *when*, *after that*, *for*, *while*, *as soon as*, *since*, and *because*, in place of the troublesome *and*.

Oral Exercise. Read the first paragraph which follows. How can you improve it? Compare it with the second paragraph below. Tell what has become of each *and*, *and so*, and *and then*. Now cover the second paragraph with a sheet of paper and re-read the first aloud, improving it as you read. Improve and read aloud in their improved form the other paragraphs that are faulty.

One day some boys and I went into the woods and we looked everywhere for nut trees and we hoped to take home a bagful of walnuts. We could find no walnuts and so we made up our minds to go to another woods and gather hickory nuts and soon we had enough and then we decided to go home and our parents were much pleased when they saw what we had.

One day some boys and I went into the woods. We looked everywhere for nut trees, for we hoped to take home a bagful of walnuts. When we could find no walnuts we made up our minds to go to another woods to gather hickory nuts. As soon as we had enough, we decided to go home. When our parents saw what we had they were much pleased.

Mary had been given permission to have a party and she invited many of her schoolmates and when the day arrived they all came and some of them brought her presents and of course Mary was very much pleased and they all had a most pleasant time and they were very glad that they had been invited.

Some little children were playing on the shore of a lake and suddenly one of them fell into the water and the others screamed for help and a man was working in a field near by and when he heard the cries he ran to where the children stood and then he waded into the water and pulled the little girl out and she was crying and the man talked with her and in a little while she stopped crying and began to laugh and soon she was back at her play.

The first day of school arrived and we knew that the long vacation was over. We strapped our books together and at half past eight George and I started off and on the street we met many other children and some were glad and some were sorry that school was beginning again. We reached the school grounds and there we saw that a flagpole had been put up during the summer and a beautiful new flag was flying in the breeze and I began to feel very glad that I was there with so many other children all looking up and admiring the flag and when our teacher arrived we gave three cheers for the flag.

3. Vocational Problems

a. The Work I Intend to Do When I Am Grown Up

Oral Exercise. Tell your classmates in a two-minute talk what you intend to do when you are grown up. Before beginning to speak, decide what you will speak of first, what second, what third, and so on. The class will criticize your talk when you have given it. Pupils will tell you what they particularly liked in it and what they think could be improved.

Written Exercise. Write a letter to the class, telling what you would do when you are grown up, if you could do anything you pleased. Let no one know what you are writing until you read your letter aloud. It will be interesting to hear the different plans when the letters are read. Make your letter brief without omitting anything important. Before writing it, jot down your main ideas in one-two-three order. Follow this outline when you write.

Group Exercise. Three or four of these letters should be copied on the board so that they may be criticized by the class. Let the writer of each letter read it as it stands on the board. Then the class will consider it in connection with the following questions :

1. Are heading, greeting, and ending correctly written and punctuated?
2. Did the writer put down as sentences any groups of words that are not sentences? Test each of those about which there is any doubt by seeing whether it has a subject and predicate.
3. Does every sentence in the letter begin with a capital letter and end with a period or a question mark?
4. Is the meaning of each sentence perfectly clear?
5. Has the body of the letter only one paragraph? Should it be divided into several?

Correction Exercise. After the letters on the board have been studied and corrected, reread your own and ask yourself the foregoing questions. Correct your letter and copy it.

b. How I Once Earned Some Money

What has been your experience in earning money? Perhaps you have earned small amounts at home, by helping your father or mother; or it may be that in the summer vacation you had a regular position. Were you well paid for your work? Were special pains required to do it satisfactorily? What was there in the work that you specially enjoyed?

Oral Exercise. Give your classmates a two-minute talk about your experience in earning money. Perhaps you can add something not suggested by the preceding questions. Before you begin to speak, have clearly in mind your ideas or subjects in the order in which you are going to present them. You might write this outline on the board or, if you prefer, on a slip of paper to hold in your hand when you speak.

When you have finished, the class will suggest to you how you might have made your talk better.

Written Exercise. Write a letter to a classmate telling him what you would do to earn money if a great misfortune suddenly compelled you to help to support yourself. How should you begin? What kind of work should you choose? Could you make your way in the world alone? How should you go about it? Make an outline of your ideas before you write the letter. Mail your letter in the class post office.

Correction Exercise. Read your classmate's letter to you, and answer each of the questions on page 36 as you look his letter through. Explain to the writer your criticisms of his letter, and learn from him where your own letter is faulty.

c. Applying for a Summer Position

THE BOY WHO RECOMMENDED HIMSELF

A gentleman advertised for a boy to assist him in his office, and nearly fifty applicants presented themselves to him. Out of the whole number he selected one and dismissed the rest.

"I should like to know," said a friend, "on what ground you selected that boy, who had not a single recommendation."

"You are mistaken," said the gentleman, "he had a great many. He wiped his feet when he came in and closed the door after him, showing that he was careful. He gave his seat instantly to that lame old man, showing that he was kind and thoughtful. He took off his cap when he came in and answered my questions promptly, showing that he was polite and gentlemanly. He picked up the book, which I had purposely laid on the floor, and replaced it on the table, showing that he was orderly whereas all the rest stepped over it; and he waited quietly for his turn, instead of pushing and crowding. When I talked to him I noticed that his clothing was tidy, his hair neatly brushed, and his finger nails clean. Do you not call these things letters of recommendation? I do."—ELLA LYMAN CABOT, "Ethics for Children" (Adapted)

Oral Exercise. When you apply for a position, what does your possible employer wish to know about you? Is he interested in your age? Your health? Your father? Your record at school? Your ideas about work? Why is he interested in each of these matters?

Written Exercise. Suppose that you are planning to apply for a position for the summer months. You find that the man cannot give you time to talk to him. "Write me what you have to tell me," he says. Write this letter applying for the position you want. Make it brief, for he is a busy man; but omit nothing important that might induce him to employ you. Make an outline first. Remember that penmanship, spelling, and punctuation may tell him more about you than what you say.

Correction Exercise. When your letter is written, but before you copy it, correct it yourself by means of the questions that you have used for the correction of former letters. Look for groups of words that you wrote for sentences but that are not sentences.

d. Reasons for Finishing Grammar School

Written Exercise. Write a letter to the principal of your school asking whether it will pay you to finish the grammar school, and perhaps go to the high school, before going to work. Tell what you intend to be and exactly why you think that you either ought or ought not to stay in school longer.

Correction Exercise. Correct your letter, as you did the preceding one, before copying it. Does every sentence begin with a capital letter? Does it end with the correct punctuation mark? Are the paragraphs correctly indicated?

4. Study of a Poem

Every boy and girl knows the story of Columbus. But what is the leading idea of that famous story? Is it not that Columbus never yielded to difficulties, no matter how great they were? This was the thought of the poet when he chose the first voyage across the unknown sea as the background for his picture of the discoverer of America.

Oral Exercise. Give an account of that daring voyage, as you know it from your reading of history, and explain how it shows the greatness of Columbus.

Can you imagine "shoreless seas"? The three little ships had sailed so long and far that *the very stars were gone* — so it seemed to the panic-stricken crew that grew more "mutinous day by day." But Columbus had no word for them except "Sail on!" They thought of their homes in far-away Spain. To their frightened

minds the ocean, *showing its teeth*, seemed only to be waiting to devour them. "If we should die in these seas," the men cried, "not even God would know it. Here even the winds lose their way." But Columbus only replied, "Sail on!"

Read the poem and, as you read, see the impressive figure of Columbus standing on the deck of his ship, with eyes constantly to the west.²⁴

COLUMBUS

Behind him lay the gray Azores,
Behind the Gates of Hercules;
Before him not the ghost of shores;
Before him only shoreless seas.
The good mate said: "Now must we pray,
For lo! the very stars are gone;
Brave Admiral, speak, what shall I say?"
"Why, say, 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;
My men grow ghastly, wan, and weak."
The stout mate thought of home; a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Admiral, say,
If we sight naught but seas at dawn?"
"Why, you shall say at break of day:
'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,
Until at last the blanched mate said:
"Why, now not even God would know
Should I and all my men fall dead.
These very winds forget their way,
For God from these dread seas is gone.
Now speak, brave Admiral, speak and say—"
He said: "Sail on! sail on! and on!"



"A LIGHT! A LIGHT! AT LAST, A LIGHT!"

They sailed. They sailed. Then spake the mate:

"This mad sea shows his teeth to-night.

He curls his lip, he lies in wait,

With lifted teeth, as if to bite!

Brave Admiral, say but one good word:

What shall we do when hope is gone?"

The words leapt like a leaping sword:

"Sail on! sail on! sail on! and on!"

Then, pale and worn, he paced his deck,

And peered through darkness. Ah, that night

Of all dark nights! And then a speck —

A light! A light! At last, a light!

It grew, a starlit flag unfurled!

It grew to be Time's burst of dawn.

He gained a world; he gave that world

Its grandest lesson: "On! sail on!"

JOAQUIN MILLER

Exercise. 1. What seems to you the most striking line in the first stanza? Write a paragraph, telling in your own words, simply and briefly, what the first stanza says.

2. Tell the meaning of the second stanza. Use your own words. Look up in the dictionary *ghastly*, *wan*, *swarthy*, unless you know exactly what these words mean. Write a paragraph telling the thought of this stanza.

3. Look up in the dictionary *blanched* and *dread*. Tell orally the meaning of the third stanza. What lines in this stanza make the strongest impression on you? Write a paragraph telling in your own words exactly what the third stanza says.

4. Does the fourth stanza give you as vivid a picture as the third? What stirs you in this fourth stanza? Describe the picture that this stanza gives you of Columbus; of the ocean. Did you ever see the ocean or one of the Great Lakes foaming with whitecaps? These whitecaps give forth a hissing sound that one can distinctly hear from a boat. Write a paragraph saying in your own words what this stanza tells you.

5. Tell what the fifth stanza makes you see. Can you hear the lookout's excited cry in the dark night, "A light"? Imagine that you hear the cry taken up by the sailors, first on one ship, then on another, as they strain their eyes to see it. Can you understand Columbus's feelings when he catches his first glimpse of the light? Why is the word *light* repeated in the line:

"A light! A light! At last, a light!"?

Write a paragraph giving this stanza in your own words.

6. Now read over the five paragraphs you have written. Now read the poem again. Which stanza do you like best?

Oral Exercise. 1. Can you imagine Columbus returning to the court of Ferdinand and Isabella and telling them of his voyage? Perhaps you have seen pictures about his return or

read about it. Imagine that you are Columbus and that the class is the Spanish court. A classmate may take the part of Ferdinand, another that of Isabella. Tell of your voyage. Perhaps the classmates who are taking the parts of Ferdinand and Isabella will make fitting replies when you have finished giving your account.

2. Let other pupils play that they are Columbus, Ferdinand, and Isabella. Let Columbus tell what he saw when he at last reached land and explored those islands. Perhaps Ferdinand and Isabella will ask him questions or explain their plans for other voyages.

5. Letter Writing

Written Exercise. Pretend that you are the son of the "stout mate" on Columbus's ship. You have heard your father talk with the sailors; you have heard him talk with Columbus. You saw the sea "showing its teeth," and you were one of the first to look on the strange light in the distance. Finally you returned to Spain. Write a letter to a friend in Italy, telling as much of the voyage and of Columbus as is given in the poem. Use your own language. What shall you speak of first? What next? What after that? Group together the sentences that belong together, so that your letter will fall into two or three or four distinct paragraphs.

Or, imagine that you are Columbus. Write the letter he might have written from Spain to an old friend in Genoa, Italy, telling of the plan of the sailors to throw him overboard.

Group Exercise. Read your letter to the class, or copy it on the board, in order that your classmates may consider, one at a time, such matters as (1) the writing of heading, greeting, and ending; (2) the paragraphing; (3) the sentences.

Written Exercise. Your uncle in New York has often asked you to let him know what books you want for your bookshelf. Write him a letter, explaining why you wish to read and own Irving's "Life of Columbus."

6. Word Study

Oral Exercise. Use your dictionary to learn the meaning of the following words. Then use each in a sentence in such a way as to show that you know its meaning. Let some of the sentences be declarative and some interrogative.

scholar	achievement	enjoy	affect	happiness
pupil	education	find	effect	success
student	learning	invent	produce	merriment
learner	skill	rejoice	influence	amusement
apprentice	triumph	discover	accomplish	delight

7. Capitals and Punctuation Marks

Oral Exercise. Turn to the poem "Columbus" and find in it illustrations of each of the following rules :

1. A capital letter should be used to begin every line of poetry.
2. A capital letter should be used to begin the first word of a quotation.
3. Quotation marks should be used to inclose a quotation and each part of a divided quotation.
4. The comma is used to separate a quotation from the rest of the sentence.
5. The comma should be used to separate from the rest of the sentence the name (or words used for the name) of the person addressed.
6. The exclamation mark (!) should be used after a word or group of words that expresses strong feeling.²⁶

Written Exercise. Copy a stanza of the poem "Columbus."

Dictation Exercise. Study and then write from dictation, with the preceding rules in mind, one or more stanzas of the poem.

Correction Exercise. Compare what you have written with the stanza or stanzas in the book, and correct your mistakes, if there are any.

Exercise. Refer to the pages in the Appendix¹⁴ of this book which contain the rules for the use of capitals and punctuation marks. Find the rules which you already know. Write an illustration for each one.

8. Memorizing a Poem

Exercise. 1. Would it not be a good plan to learn the entire poem "Columbus," so that you can recite it whenever you wish?

In learning it, read the whole poem over thoughtfully, preferably aloud. Then see how many lines of it you can repeat. Perhaps you will be able to recite the first two lines. Read the whole poem again; now, it may be, you will find yourself able to recite the first four lines. In this way read the entire poem again and again until you can repeat it all without a mistake.²⁶

When you recite it, make your hearers feel what a fine and stirring poem it is and what a great man Columbus was.

2. Let the class be divided into several groups of five pupils each. Let each group, or team, before or after school, diligently practice reciting the poem "Columbus." Then let there be a contest. Each team may choose one of its number to represent it, and he will then recite the whole poem; or an entire team may recite it, every pupil giving one stanza.

REVIEW AND DRILL — II

1. Drill in Correct Usage²⁷

Oral Exercise. 1. Read the following sentences several times. Speak distinctly in order that the correct expressions in them may not escape your attention.

1. He *does n't* know what you *were* reading yesterday.
2. They *don't* know ~~that~~ he *does n't* like to go to the country.
3. How are your Uncle Fred and your Aunt Helen? How *is* your Aunt Martha?
4. The ~~socnery~~ scenery of the Sierra Nevada Mountains *is* beautiful.
5. I *don't* see it, you *don't* see it, he *does n't* see it, ~~not one of us~~ *sees* it.
6. One of the girls *studies* drawing, another of them *studies* music.
7. It *is n't* what he *does* but what he *does n't* do that makes him fail.
8. Neither my father nor my mother *is* at home to-day.
9. The captain, together with the rest of the players, *is* in the field.
10. The study of all ~~these~~ animals *is* interesting.

2. Read the following sentences, noticing every word in *italics* :

1. Do you *see those* tall trees? Don't you see *them*?
2. Have you *ever* seen *this* kind of leaves before? Look at *them*.
3. Are *those* your trees? Who owns *them*? See *those* boys climbing *them*.
4. We told *those* boys not to climb *those* trees.
5. *These* are our books. Are *those* yours? Who brought *them* here?

3. Use in sentences of your own the words italicized in the preceding two drill exercises. Ask your classmates questions that contain these words.

2. Words Sometimes Mispronounced²⁸

Oral Exercise. 1. Repeat the words below, slowly and distinctly, as your teacher pronounces them to you. Then read the list rapidly, being sure to speak each word clearly and correctly.

room	student	picture	partner
broom	problem	pitcher	allies
giant	often	drowned	bury
joint	soften	reared	geography
again	Tuesday	Arab	recess
avenue	elm	burst	forehead

2. Use in sentences each of the words above. Make sentences that will interest your classmates.

3. Game — *Making Sentences*

One pupil proposes a word or a group of words as the subject or the predicate of a sentence that he asks a classmate to complete. Thus, the following words or groups of words might be proposed for subjects of sentences:

John
The winding path through the meadow
Many old-fashioned buildings

The following might be proposed for predicates of sentences:

wandered aimlessly in the woods
invited us to take a walk
stood on both sides of the deserted street

If the classmate makes a sentence, correctly using the words given, he in turn may propose the subject or the predicate for a sentence to be made by another pupil; and so on, until every pupil has both called for and made a sentence. Interesting and sensible suggestions and sentences should be made.

CHAPTER THREE²⁹

THE PARTS OF SPEECH

In our study of sentences we learned that the principal word of the subject is usually a word that names something, — some person, place, or thing, as *boy, city, house, wagon*. All words that name things we put in a class by themselves. The principal word of the predicate, on the other hand, we found to be usually some word that asserts action, as *runs, sings*. All words that assert action we put in another class by themselves. So we have already learned something of two of the classes into which words are divided.

There are several of these classes, and they are called the parts of speech. We must now stop to learn something about each, in order that we may go on with our study of sentences.

1. Nouns

In the passage that follows, the words that are names of persons, places, or things are printed in italics. These words, and all words like them, are called nouns.

On a *day* in *September*, long ago, a *ship* sailed out of the *harbor* of *Plymouth*, in *England*. On *board* were *men, women, children*—even some *dogs* and *cats*—and they were all starting on the long *voyage* across the *ocean* to find a *home* on the strange, wild *shores* of *America*.

Exercise. Name things that you have in or on your desk. Name things you can see in the schoolroom. Name things you can feel with your finger tips. Name things you saw or heard on your way to school.

All these words, and thousands of others, are alike in being names of things. They are called **nouns**.

Not only "things" that we can see or hear or touch are named by nouns, but also such things as *joy, sadness, hope, fear, companionship*.

Exercise. 1. Point out all the nouns that you can find in these sentences. There are eighteen in all.

1. Once a tailor and a goldsmith were traveling together.
2. At evening the sun sank behind the mountains.
3. The men heard the sound of far-away music.
4. The moon had risen when they came to a hill.
5. Here they saw a crowd of little men and women.
6. An old man wore a coat of many colors.
7. His gray beard hung down over his breast.

2. Write five sentences, using at least ten of the nouns you found in the sentences above.

A noun is a word used as the name of something.

2. Pronouns

1. George is playing with George's brother. 2. The old man carried the old man's bundle on the old man's shoulder. 3. A woman saw the old man. 4. The woman called to the old man. 5. The old man turned and went toward the woman.

Exercise. Can you improve the sentences above? What did you do?

It is convenient to have words that we can use instead of nouns. It saves repeating the nouns. A number of little words, among which are *he, she, his, her, they*, perform this important work of taking the place of nouns. They are called **pronouns**, which means "for nouns."

Some of the pronouns that we use all the time are :

I	you	he	she	it	we	they	who	which
my	your	his	hers	its	our	their	whose	what
me	yours	him	her		us	them	whom	that

Exercise. 1. Point out the pronouns in these sentences and tell what noun⁷⁹ or nouns each one stands for :

1. Tom, Mary, and Fred (Fred is my name) went to the river.
2. We had a canoe there.
3. I knew exactly where we had hidden it.
4. They helped me get it into the water.
5. Tom is my brother and Mary is his sister.
6. She knows how to paddle a canoe.
7. The current of the river is strong, but still we made good head-way against it.
8. Some boys on the bank watched us.
9. They shouted to us, but we paddled right on until their shouts died away.
10. We saw no more of them.

2. Write five sentences containing pronouns used as subjects.⁸⁰
Write five sentences containing pronouns not used as subjects.

3. Verbs

Exercise. Read each of the following incomplete sentences as it stands. Does it make sense? Is it a sentence? Now supply what is needed to give it life; that is, supply a suitable verb.

1. Marquette — the way to the village.
2. There he — many Indians.
3. He — from wigwam to wigwam.
4. The chiefs — him not unkindly.
5. Finally Marquette — them all to a grand council.
6. The whole assembly — with marked attention,

7. They **eagerly** —— him to stay with them.
8. But he soon —— the village.
9. Many Indians —— him as far as Lake Michigan.
10. In a canoe he —— that lonely and savage shore.

As you know, this most important word in the predicate of each sentence — the word that asserts action — is called a verb. Without verbs we cannot make sentences.

Most verbs assert action; that means not only action of the body, such as running, jumping, working, but also action of the mind, such as thinking, studying, deciding, working. Some verbs, however, make assertions that hardly include action of any kind.

Thus :

He *is* here.

They *live* in yonder house.

She *appears* perfectly well.

The man *sat* quietly in his armchair.

Sometimes a verb consists of more than one word, two or more words being used together as a single verb. Thus :

I *shall write* that letter to-morrow.

I *shall be writing* other letters then.

He *would have gone* back to the old farm.

The room *was crowded* with children.

The gun *was loaded*.

The horse *is tied* to the post.

Such groups of words that do the work of a single verb are usually called **verb phrases**, but often they are simply called verbs.

Sometimes the words that make up a verb phrase are separated by other words. Thus :

I *shall* not go.

You *have* really *succeeded*.

They *might* easily *have hurt* him.

Exercise. Point out the verbs and verb phrases in the sentences that follow :

1. I rode for a long distance in one of the public coaches.
2. The coach was crowded, both inside and out, with passengers.
3. These were going mainly to the homes of relatives and friends.
4. It was loaded also with hampers of game, and baskets and boxes of delicacies.
5. Some boys addressed a host of questions to the coachman.
6. He wore his hat a little on one side.
7. A huge roll of colored handkerchief was tied about his neck.
8. His broad, full face beamed pleasantly.
9. He enjoys great consideration along the road.
10. I saw cheerfulness in every countenance throughout the journey.

A verb is a word that asserts something — usually an action.

4. Adjectives

If there were only the three kinds of words that we have studied — nouns, pronouns, and verbs — we should be able to have only such sentences as the following :

1. Rabbit ran.
2. Dog caught him.
3. Trees bear apples which boys eat.

Exercise. Using only nouns, pronouns, and verbs, make five sentences.

Exercise. 1. Read the sentence that follows, noting the words in italics.

The *old* tree bears *red* apples.

2. What are the nouns in this sentence? Is *old* a noun? Does it name anything? Does it seem to go with a noun to describe it? To which noun does *red* belong?

Here we have come upon a new and much-needed kind of word. Its work is to add to the meaning of nouns, — to describe them, to modify them. We call these describing, modifying words that add to the meaning of nouns (or pronouns) **adjectives**.

Exercise. Name the noun which each adjective in the following sentences modifies. The adjectives that you are to consider are printed in italics.³¹

1. I am wearing a *gray* suit.
2. My *black* hat is on my head.
3. A *red* flower is in my buttonhole.
4. This is a *beautiful* day.
5. *That* man is my *best* friend.
6. He lives in *yonder* house.
7. This *fine* field of corn belongs to him.
8. All *those tall* trees are on his *large* place.
9. *Every* animal on the farm is his property.
10. The *white* and *black* bulldog is waiting for his master.
11. He is a *kind, honest, energetic* farmer.
12. *That handsome* horse was recently bought by him.

Some of the adjectives in the preceding sentences *point out* rather than describe the nouns to which they belong. For instance, the word *that* in the fifth sentence, the word *yonder* in the sixth, the word *those* in the eighth, are modifiers that point out and therefore are different from such modifiers as *gray, black, honest, energetic*. But both kinds of modifiers add to the meaning of nouns and are therefore adjectives.

Exercise. 1. Pick out the nouns in the following passage and decide regarding each whether any adjectives either describe it or point it out :

As Mr. Pickwick stood on the bridge he gave himself up to the enjoyment of the bright and pleasant sky, the balmy air, and the beautiful appearance of every object. The river reflected the clear, blue sky.

The long oars of the old fishermen dipped into the water with a clear and liquid sound, ~~as~~ their heavy but picturesque boats glided slowly down the stream. The ancient castle, with its roofless towers and massive walls, stood near the bank. — CHARLES DICKENS (Adapted)

2. Use the following adjectives in sentences. Draw a line under the noun that each adjective modifies.

rapid	bold	gay	pleasant	those	every
noisy	gentle	cold	impatient	kind	broad
sleepy	studious	yonder	yellow	thick	happy

An adjective is a word used with a noun or a pronoun to point it out or describe it.

5. Adverbs

The boys are studying *now*. They are studying *here*. They are studying *quietly*. *Soon* they will be playing. They will play *noisily*. They will play *happily*. They will play *there*.

Exercise. 1. Which word tells *where* the boys are studying? Which tells *where* they will be playing? *When* will they be playing? Can you tell from the sentences *how* they will be playing? *How* are they studying?

2. Make a list of the italicized words in the sentences above that answer the question *where*; another list of those that tell *when*; and still another of those that answer the question *how*.

3. Write opposite each word in your three lists the verb (or verb phrase) which it modifies by telling where, when, or how.

Words such as *now*, *here*, *there*, *quietly*, *noisily*, that are added to verbs to make their meaning clearer or fuller, are called **adverbs**.

Exercise. 1. In the sentences that follow, the words in italics are adverbs. Tell what verb each modifies.

1. The man called *again*, and *now* some children appeared.
2. *Immediately* the fun began,
3. *Gayly* and *boisterously* they romped *about*.
4. *Swiftly*, *gracefully*, they darted *here* and *there*.
5. *Presently* they sat *down* and read their books.
6. *Finally* one read *aloud* to the rest.
7. The girl read *slowly*, but *clearly* and *expressively*.

2. Write short sentences containing the following adverbs, drawing a line under the verb which each adverb modifies :

rapidly	boldly	pleasantly	soon	here	faithfully
noisily	gently	impatiently	now	where	differently
sleepily	often	happily	later	there	studiously

Not only words that modify verbs but also words that modify adjectives are called adverbs.

Exercise. In the following sentences name the nouns ; the verbs ; the adjectives. What words modify adjectives ?

1. Fierce lions attacked him.
2. Very fierce lions attacked him.
3. Exceedingly dangerous lions were in the cage.

In the sentences above, *very* modifies the adjective *fierce*, and *exceedingly* modifies the adjective *dangerous*.

Words that modify adverbs are themselves called adverbs. Such are the italicized words in the following sentences :

They motored rapidly.
 They motored *too* rapidly.
 They returned soon.
 They returned *very* soon.

Here *rapidly*, an adverb modifying the verb *motored*, is itself modified by the adverb *too*, and the adverb *soon* is modified by the adverb *very*.

Exercise. 1. Adverbs, then, have three uses. What are they? Illustrate each in two sentences of your own.

2. Make a list of all the adverbs³² in the sentences that follow, and write with each adverb the verb, adjective, or adverb that it modifies :

1. He answered my eager question immediately.
2. The hunter was much too quick for the animal.
3. The laughing boys entered the building entirely too noisily.
4. Very soon a bright fire burned most cheerfully in front of our tent.
5. She smiled happily but would not say a single word.
6. Here and there we found some very pretty stones.
7. Everywhere one could see signs of the coming of spring.
8. Instantly the rider wheeled his horse about and, in the rapidly thickening fog, galloped boldly down the road.
9. His face was very pale and worn, but on it was legibly written the serene calm of his mind.
10. The runner could not have made a more fatal mistake.
11. The automobile came swiftly along, chugging gently.
12. You are altogether wrong, and he is wholly right.

An adverb is a word which modifies a verb, an adjective, or another adverb.

6. Prepositions

The little words *of*, *to*, *from*, *at*, and others like them, are so important that sometimes the whole meaning of a sentence is changed by changing them. For example, if you compare the following sentences you will find that the differences in meaning are due entirely to the words in italics :

The ball lies *on* the desk.

The ball lies *under* the desk.

The ball lies *beside* the desk.

The ball lies *in* the desk.

The ball lies *behind* the desk.

The ball lies *before* the desk.

In each of these six sentences the word in italics makes clear and definite the relation between the noun *desk* that follows it and the verb *lies* that precedes it.

A word that shows the relation of a noun (or pronoun) to some other word in the sentence is called a **preposition**.

The noun or pronoun that follows the preposition is called the object of the preposition.³³

Thus, in *behind the house*, *house* is the object of the preposition *behind*, and in *around the barn* the preposition *around* has for its object the noun *barn*.

Exercise. 1. The italicized words in the following passage are prepositions. Point out the object of each.

The 14th *of* August was the day fixed *for* the sailing *of* the brig "Pilgrim" *on* her voyage *from* Boston, *round* Cape Horn, *to* the western coast *of* North America. As she was to get *under* way early *in* the afternoon, I made my appearance *on* board *at* noon, *in* full sea rig, *with* my chest, containing an outfit *for* the two or three years' voyage which I had undertaken *from* a determination to cure, if possible, *by* an entire change *of* life, a weakness *of* the eyes which no medical aid seemed likely to remedy. — R. H. DANA, "Two Years before the Mast"

2. Point out the prepositions in the following sentences and name the object of each :

1. Siberia is a country of great wastes.
2. Snows lie fearfully deep in winter, and winds howl across the bleak, vast levels.
3. To this pitiless country the emperor of Russia sent prisoners of state.
4. One such prisoner lived in a lonely habitation in the midst of this dreary region.
5. His little daughter grew up in this desolate solitude.
6. There were great stretches of silent forest.
7. She made the long journey on foot to the capital at Moscow.
8. The great shining domes of the palace of Moscow were visible to her across the plain as she approached the city.

9. The wilderness of the streets was full of more terrors for her than the wilderness of the vast forests.

3. Use the following prepositions in sentences and name the object of each :

to	for	between	of	in
from	against	among	on	with
after	by	into	under	during

A preposition is a word that shows the relation of a noun or a pronoun (usually following it) to some other word in the sentence.

7. Conjunctions

Exercise. 1. Separate each of the sentences that follow into two statements. Thus, in the first, *school was dismissed* is a statement complete in itself; *the boys went home* also is a statement complete in itself.

1. School was dismissed and the boys went home.
2. Winter is here and Christmas is coming.
3. Autumn arrived and the pumpkins were gathered in.

2. In each of these sentences we have two distinct statements bound together by the word *and*. *And* is not the only word that is used to join statements. Observe the words in italics in the following sentences. Tell the statements that each one connects.

1. The storm ceased *but* the children remained indoors.
2. The dog barked *for* he heard a queer noise.
3. He bought a book; *therefore* he desired no magazine.

Connecting words like *and*, *but*, *for*, *or*, *therefore* are called **conjunctions**.

Conjunctions are used to connect not only statements but also single words and groups of words that may be used as parts of sentences. Thus :

1. John *and* James went to town. (Two nouns connected, both subjects)
2. John went to town *and* returned. (Two verbs connected)
3. The tall *and* graceful ~~elm tree we saw~~. (Two adjectives connected)
4. She did it quickly *and* gracefully. (Two adverbs connected)
5. They strolled in the fields *and* in the woods. (Two groups of words, *in the fields and in the woods*, connected)

When two nouns (or pronouns), both the subject of the same verb, ~~are connected as in the first sentence above~~, we have a compound subject. In the second sentence above, the two verbs, *went* and *returned*, both having the same subject, *John*, and connected by *and*, make a compound predicate.

Exercise. Here are four simple sentences. Which have simple subjects? Which have compound subjects? Which have simple predicates? Which have compound predicates?

1. The noisy boys | ran down the street.
2. The noisy boys and the laughing girls | ran down the street.
3. The noisy boys | ran down the street and entered the bookstore.
4. The noisy boys *and* the laughing girls | ran down the street and entered the bookstore.

When two or more complete statements are connected in a sentence by a conjunction or conjunctions such as *and*, *but*, *or*, *therefore*, we have a compound sentence.³⁴ Thus the following sentences are compound sentences:

1. The noisy boys ran down the street *and* the laughing girls returned to school.
2. Charles likes the city *but* George prefers the country.
3. Will you go with me *or* shall you stay at home?
4. We went to Mary's house *but* she was not at home.

Exercise. 1. In the following sentences the conjunctions are in italics. They do not all connect statements. Tell what words

or groups of words each conjunction connects, and (when single words are connected) tell what part of speech each of these is.

1. Wheat *and* corn were his main crops.
2. The letter was polite *but* unyielding.
3. He ate bread *and* butter for breakfast.
4. We shall go *but* we shall return without delay.
5. He was my friend *and* daily comrade for years.
6. The man obeyed instantly *and* gladly.
7. Longfellow *and* Lowell both lived in Cambridge many years.
8. They worked *and* wrote *and* taught there.
9. I shall not go ; *therefore* you may go.
10. He works hard ; *therefore* he will succeed.
11. We shall go to Florida this winter *or* we shall stay right here.
12. Frank is reading *or* studying in his own room.
13. Lie down on the lounge *or* on the bed.
14. My brother will go to Yale *or* to Harvard.
15. Harvard *and* Yale are old universities.

2. Write sentences containing :

1. Two nouns connected by *and* ; by *or* ;
2. Two verbs connected by *and* ; by *or* ;
3. Two pronouns connected by *and* ; by *or* ;
4. Two adjectives connected by *and* ; by *or* ;
5. Two adverbs connected by *and* ; by *or* ;
6. Two complete statements connected by *and* ; by *or*.

A conjunction is a word that connects sentences or parts of sentences.

COMPOSITION—III

1. Variety in Expression

Deerslayer helped his companion place the different articles in the canoe, which was already afloat. This was no sooner done than the two frontiersmen embarked, and by a vigorous push sent the light bark some eight or ten rods from the shore. Hurry now took the seat in the stern, while Deerslayer placed himself forward, and by leisurely but steady strokes of the paddles, the canoe glided across the placid sheet of water. Several times the men ceased paddling and looked about them at the scene, as new glimpses opened, enabling them to see further down the lake or to get broader views of the wooded mountains. — JAMES FENIMORE COOPER, "The Deerslayer"

Exercise. 1. Find three or four nouns that could be substituted for *companion* in the first line. Could the noun *acquaintance* be used? What is the difference between an *acquaintance* and a *comrade*? If you cannot think of other nouns for *companion*, consult the dictionary.

2. In the same way make as long a list as you can of adjectives that could be used instead of *vigorous*, *light*, *steady*, *leisurely*, *placid*; of nouns that could be used for *bark*, *sheet*, *scene*, *glimpses*, *articles*; of verbs that could be used for *embarked*, *glided*, *ceased*, *get*.

3. Now rewrite the entire passage, substituting for Cooper's words the best words in your list. It will be interesting to read the passage completed by you and to compare it with the author's.

4. With a classmate examine one of your own recent compositions and try to substitute better nouns for those you used;

better verbs ; better adjectives ; better adverbs. Rewrite the composition. Is it now more readable than in its original form ?

Group Exercise. Read to the class the two compositions. Read a sentence in the original composition ; then the same sentence in the improved one. The class will decide whether your second composition is better than your first.

2. Word Study

a. Nouns

Oral Exercise. Make sentences, using the nouns below in such a way as to make clear that you understand the difference in meaning between those of each group :

alligator	stanza	burglar	principal
crocodile	verse	thief	principle
artery	nephew	trader	return
vein	cousin	merchant	arrival
badge	immigrant	satin	pebble
medal	emigrant	silk	stone
collision	contractor	almanac	neighbor
accident	carpenter	calendar	partner

b. Adjectives

Oral Exercise. 1. Two ragged boys are seated together in a street car. One of them is *quiet*, the other is *silent*. What is the difference ? One of them is *hungry*, the other nearly *starved*. What is the difference ? One of them is *homely*, the other *awkward*. What is the difference ?

2. The ascent up a mountain side was *gradual*. Does this mean that it was *slow* ?

3. John's promotion to the next grade is *probable*. Mary's is *certain*. Tom's is *possible*. In whose place should you prefer to be ?

4. Is a *noisy* boy the same as a *happy* boy? Is a *noisy* boy the same as a *lively* boy?

5. What is the difference between a *mysterious* letter and a *secret* letter?

6. What is the opposite of *quick*, of *brief*, of *correct*, of *excellent*, of *hopeful*, of *serene*, of *clean*, of *happy*, of *honest*, of *deep*, of *long*, of *wide*?

Oral Exercise. Use in a sentence each of the italicized words above.

c. Verbs

Oral Exercise. Use the following pairs of verbs in sentences which show that you understand the differences in meaning:

auction	scheme	advise	offend
sell	plan	caution	injure
grunt	neigh	disguise	fall
groan	bray	hide	stumble
smile	growl	dye	shriek
grin	bark	die	shout
laugh	gossip	flee	prefer
titter	talk	fly	choose

d. Adverbs

Oral Exercise. Make sentences to show that you understand the meaning of each of the following:

entirely	possibly	presently
wholly	probably	absently
completely	wisely	thoughtlessly
quite	cleverly	thoughtfully
quietly	cunningly	carefully
calmly	occasionally	cautiously
easily	regularly	slily
smoothly	continually	gently

3. Letter Writing

You have heard of Venice, its history, its palaces, its famous canals; but have you ever thought of the children there, how they play, how they visit each other, how those that live along the canals manage to get on without the solid streets that you are used to? The following letter contains an interesting picture of child life in that old Italian city. It was written by Phillips Brooks, the noted preacher. His vacations from Boston took him to many foreign countries. Whenever he saw anything that he thought would interest his little niece, Gertie, he wrote her a letter about it.

A LETTER FROM PHILLIPS BROOKS TO A LITTLE GIRL

Venice, Italy

August 13, 1882

Dear Gertie:

When the little children in Venice want to take a bath, they just go down to the front steps of the house and jump off and swim about in the street. Yesterday I saw a nurse standing on the front steps, holding one end of a string, and the other end was tied to a little fellow who was swimming up the street. When he went too far, she pulled in the string, and got her baby home again. Then I met another youngster, swimming in the street, whose mother had tied him to a post by the side of the door, so that when he tried to swim away to see another boy, who was tied to another post up the street, he could n't, and they had to sing out to one another over the water.

Is not this a queer city? You are always in danger of running over some of the people and drowning them, for you go about in a boat instead of a carriage, and use an oar instead of a horse. But it is ever so pretty, and the people, especially the children, are very bright and gay and handsome. When you are sitting in your room at night, you hear some music under your window, and look out, and there is a boat

with a man with a fiddle, and a woman with a voice, and they are serenading you.

Pretty soon, now, you will go back to Boston. Do go into my house when you get there, and see if the doll and her baby are well and happy (but do not carry them off); and make the music box play a tune, and remember

Your affectionate uncle,
Phillips

Written Exercise. Write a letter to a boy or girl in Venice, telling about the streets of your own city. There are many things you can say that will be interesting to some Venetian school children — about the hard pavements, the street cars, the horses, the automobiles, and the various happenings in the streets. Arrange your ideas in the best order, and when you write do not put in one paragraph what belongs in another. While you write, think of the receiver of your letter and write as entertainingly as you can.

Half the class may write the letter suggested above. The other half may write replies, each pupil pretending that he is a boy or girl in Venice and answering the particular letter he has received. Letters and replies may be sent through the class post office.

Group Exercise. Several of the letters should be copied on the board or read aloud slowly, so that the entire class may study the words used by the different writers. Can better nouns be used for some of those in the letters? Try to find a better verb for each one in the letter. When you have done that, study the adjectives and adverbs in the same way. The teacher will rewrite each letter as pupils suggest improvements.

Written Exercise. Plan a letter to a boy or girl in England or Germany, or in Venice, that will tell him about our Fourth of July. You can make the body of the letter consist of three paragraphs. Thus:

1. Why we celebrate the Fourth of July
2. How it used to be celebrated when my father was a boy
3. The modern, saner celebration

The last part could contain personal experiences, an account of things that you yourself have seen or done. Perhaps you can make a different outline. Write the letter.

Group Exercise. Let several of the foregoing letters be copied on the board. Now let the class bring to bear on them all the knowledge it has gained in its English studies. Let the following questions, one at a time,⁸⁵ be asked in regard to each letter. As the class suggests corrections and improvements, the teacher may rewrite each letter by the side of the original.

1. Are heading, greeting, and ending written and punctuated correctly?
2. Is the letter divided into clear-cut paragraphs, showing that a careful outline was made before the writing began?
3. Are any sentences incomplete — that is, without either a subject or a predicate?
4. Does the first word of every sentence begin with a capital letter, and do all the sentences end with the proper punctuation marks?
5. Are any of the words poorly chosen? Can better nouns or better verbs be suggested for some of those of the writer?
6. Would the letter be more successful if it contained more adjectives or more adverbs? What telling adjectives can be suggested as modifiers of some of the nouns? What good adverbs can be inserted to add to the meaning of some of the verbs?
7. What mistakes in English are there? The correct form should be put in the place of each incorrect one.⁸⁶

4. Using Suitable Conjunctions

As you have learned, the word *and* is a greatly overworked conjunction. Inexperienced speakers and writers often use it when no connecting word is needed or when some other conjunction is more suitable.

Oral Exercise. Wherever you think it will improve the following sentences, (1) omit *and* and (2), if it seems best, connect the parts of the sentence by means of some other conjunction. The following are often better words: *when, while, where, until, before, after, since, because, although, and if*. For example, the first sentence below might be changed to the following:

I awoke and rubbed my eyes. I saw my father standing at my bedside.

When I awoke and rubbed my eyes, I saw my father standing at my bedside.

1. I awoke and rubbed my eyes and I saw my father standing at my bedside.

2. John graduated from the seventh grade and he began to wear long trousers.

3. The boys made a third effort and they succeeded in loosening the rope.

4. I was looking at a store window and a man asked me to give him some money.

5. These boys are all ambitious and their teacher says they will succeed.

6. He is my friend and I shall not follow his bad advice.

7. You will give me your name and I shall mail you the paper you want.

8. The youth is sixteen years of age and he never earned any money.

9. I shall go back to Massachusetts and my brother will show me the old Alcott home in Concord.

10. They were talking at the station and the train departed and left them there.

11. The river makes a turn and an old mill stands there.

12. I have no money with me and I cannot give anything now.

13. We waited at the corner half an hour and not a single street car passed in either direction.

14. I was reading "Robinson Crusoe" and my sister kept interrupting me and finally I could stand it no longer.

15. The messenger was knocking at the door and a boy looked out of the upper window several times and at last the messenger asked, "Why don't you open the door?" and the boy answered, "Why don't you ring the bell?"

Group Exercise. Several pupils' compositions, recent or old ones, should be copied on the board or read aloud slowly, so that the class may try to improve them by substituting a better conjunction for every *and* that is unsatisfactory.

5. Speaking and Writing from Outlines

Oral Exercise. Here is an interesting subject to think and talk about: "How I Would Spend One Hundred Dollars if It Were Given Me to Use as I Pleased." There will probably be as many different plans for spending the money as there are pupils in the class. Your classmates will be curious to learn what your plan is. Tell the class what you would do with such a gift; but first think over all you have to say, so that you may have your thoughts arranged in the best order. Make a short outline to keep in mind as you speak.

Group Exercise. Let the outlines be copied on the board before each speaker gives his talk. These the class will have before them as they listen. Then both outlines and talks may be criticized.⁸⁷

Written Exercise. After a number of the talks and outlines have been studied and improved, think over your own once more. In what way can you make your talk more interesting? In what way can you make your outline clearer and better? Now write your father a letter of two or three paragraphs in which you tell how you would spend the one hundred dollars. Perhaps you will send it to him by mail as a surprise.⁸⁸ It will be a pleasant surprise if it is very well written.

6. More Speaking and Writing

Oral Exercise. Have you a savings account at the bank? Do you enjoy seeing it grow? Should you have an account if your parents did not insist on it? Why is the habit of saving a valuable habit? How do grown people prepare for old age, the time when they can no longer work for a living? Talk these questions over with your parents; then arrange your ideas in order and give a talk to your class about "Having a Savings Account." It would be interesting for you to tell just how you started yours, who took you to the bank, what you had to do, what the man at the bank said, how you felt.

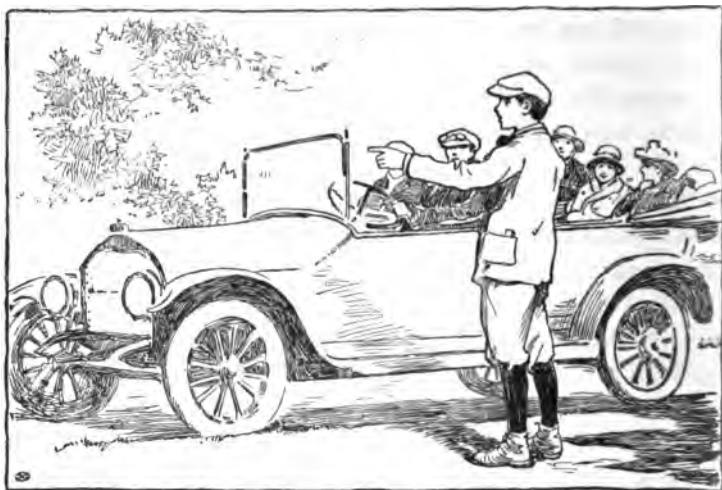
Written Exercise. A savings bank wishes to print a little argument that will persuade people to save their money. This bank thinks that a boy's or a girl's ideas on saving may prove more interesting to readers than what older people have written, and so it asks you to write out your ideas. Do it, and group in paragraphs the sentences that belong together. Make an attractive folder, and arrange on its pages what you have written, so that it can be easily read. But do not call it finished until you have carefully searched every sentence for mistakes.

7. Giving Directions³⁰

Oral Exercise. 1. Just as you are leaving the schoolhouse, a stranger asks you to direct him to the railroad station. Tell him the way so clearly that he can understand it at once, and cannot take the wrong turn.

2. Direct a stranger (1) from the schoolhouse to the post office, (2) from the post office to the schoolhouse, (3) from your home to the schoolhouse, (4) from the railroad station to the leading hotel, (5) from the station to the nearest grocery store.

Written Exercise. Write your uncle a letter telling him exactly how to reach your home from the railroad station, if he should decide some day to surprise you and your parents with a visit.



DIRECTING A STRANGER

8. Explaining Things

Oral Exercise. What have you learned to do that you think your classmates would like to hear about? It may be only a very simple matter, like taking an ink spot out of a white handkerchief, or like the best way of lacing shoes, of currying a horse, of sweeping and dusting a room, of studying a lesson. Whatever it is, explain it so clearly that your classmates cannot fail to understand it. Perhaps the following list will suggest a subject to you :

1. How to Load a Camera
2. How to Take a Picture
3. The Best Kind of Camera for a Boy or Girl to Buy

4. How to Begin a Stamp Collection
5. How to Run an Elevator
6. How to Clean a Bicycle
7. How to Prepare Mashed Potatoes
8. How to Scramble Eggs
9. How to Clean Up the Back Yard
10. How to Play the Game you Like Best
11. How to Learn to Skate
12. How to Lay Out a Baseball Diamond

Group Exercise. After each explanation the class will point out (1) its good features, and (2) its faults. A list of questions on the board will be useful in these criticisms. It is often useful, too, to have the class divided into committees, one committee watching for too many *and's*, another for sentences that are incomplete, another for other mistakes. Still another committee could give attention to the clearness of each sentence and of each explanation as a whole.

9. Capitals and Punctuation Marks

1. A capital letter should be used to begin the first and every important word in the title of a book, poem, essay, story, composition. Thus:

The name of this book is "Oral and Written English."

2. A capital letter should be used for the word *I* and the word *O*.
3. The comma should be used to separate a sentence into parts so that its meaning may be clear to the reader. Thus:

When the lion had eaten, John went home.

4. The apostrophe should be used to show where in contractions a letter or letters have been omitted. Thus: *don't*, *does n't*, *he'll*, *I'll*, *is n't*.

Oral Exercise. Find in your reader several illustrations of each of the preceding rules.

Dictation Exercise. Explain the use of every capital letter and punctuation mark in the following selection. Then write it from dictation.

THE TALKING BIRD

Once upon a time there lived a king of Persia whose custom it was to wander about his city at night in disguise, in order that he might obtain a knowledge of affairs. One evening, in company with his vizier, he was walking through the streets where the poorer people lived, when he heard from within a house the voices of women in eager conversation. Going near the house he peeped in at the door and saw three fair sisters who were talking together about what they most longed for.

Said the eldest, "I wish I were married to the shah's chief baker, for then I should have the finest and sweetest bread in the whole kingdom to eat."

Said the second, "I would rather marry the shah's cook and eat of all the dainty dishes that are served in the palace."

Then said the third, who was by far the loveliest of the three, "O my sisters, I should like to marry the shah himself." — The Arabian Nights

Written Exercise. Copy the following paragraphs, writing capital letters and inserting punctuation marks where they ought to be :

the talking bird

the shah was amused at all this and determined that he would gratify the three wishes so he said to his vizier mark well what house this is and to-morrow bring these maidens before me to hear is to obey said the vizier and they went back to the palace

when morning came the vizier brought the three sisters to the king who said to them kindly o maidens what were you wishing for last evening

then the sisters stood silent with shame and embarrassment and for a time could not pluck up courage to speak but at last they told him the whole story when he had heard the wishes repeated he said it shall

be as you have desired accordingly the three weddings were arranged for the eldest sister was married to the chief baker the next became the bride of the head cook and the shah took the youngest sister for his queen — The Arabian Nights

Group Exercise. When all have rewritten this selection, let one of the class read it aloud, telling where he has inserted capital letters and punctuation marks. The class will follow the reading with its own copies and decide whether capital letters and punctuation marks have been placed where they belong.

Correction Exercise. Together with a classmate reread one of your and one of his recent compositions, with capitals and punctuation marks in mind. Can you find any mistakes? Correct these.

10. Vocal Drill ¹⁰⁵

Exercise. 1. Stand erect, hands at sides. Inhale slowly through eight slow counts, raising the arms until they are vertical. Hold the breath through four counts. Exhale explosively. Repeat several times.

2. Stand erect, hands at sides. Inhale quickly. Hold through four counts. Exhale slowly through eight counts. Repeat.

3. Sound *oo* softly at the middle of the vocal range and go up one full tone and back. Then go down one full tone and back. Then combine the two. Continue the latter exercise as long as the breath lasts. Be sure to begin with a full breath.

4. Repeat the following nonsense rhyme, slowly at first, then more and more rapidly, but always distinctly, in a pleasant tone, and without too noticeable an effort :

Amidst the mists and coldest frosts,
With barest wrists and stoutest boasts,
He thrusts his fists against the posts
And still insists he sees the ghosts.

REVIEW AND DRILL — III ·

1. Drill in Correct Usage

Oral Exercise. 1. Read ⁴⁰ the following sentences several times, observing their meaning and the words in italics. Mistakes are often made in the use of these words.

1. *Lay* the package on the table. *Lay* it down carefully.
2. *Lie* down, Rover. *Lie* down on the rug. *Lie* on the rug.
3. The dog *lies* on the rug. The package *lies* on the table.
4. *Lay* your hat on this box. *Lay* your coat on the ground.
5. *Sit* over here near the window. *Sit* on this chair. *Sit* down.
6. *Set* your basket on the porch. *Set* your chair near mine.
7. *Sit* down, my friend. *Set* your umbrella in the corner.
8. There *lay* the book that I *had laid* there a year before.
9. He *sat* down after having *set* the chair near the fire.
10. He came, he *sat* down, he *laid* his hat on the bed.
11. The old log *has lain* there all these years. There it *lies*. There it will *lie* many years to come.
12. *Lie* here on this lounge. *Lay* your coat and hat on the table.

2. Make sentences, using the words *lay*, *lie*, *sit*, and *set*. Your classmates will listen for mistakes. When one of them catches you using one of the words incorrectly, he may take your place at making sentences. At the end of the game the class may decide whose sentences were the most interesting.

3. Read the following sentences. Do some of these correct forms seem unfamiliar? The purpose of this exercise is to make them perfectly familiar both to your lips and to your ears. Then you will be less likely to use the corresponding incorrect forms that you often hear.

1. Who is it? It is he. It is they.
2. It is I. It is you. It is we. It is he. It is they.
3. Isn't it you? Isn't it he? Isn't it she?
4. Who was it? Was it I? Was it he? Was it they?
5. Wasn't it I? Wasn't it they? Wasn't it he?
6. It wasn't I. It wasn't you. It wasn't they. It wasn't he. It wasn't she. It wasn't we.
7. Could it have been he? Could it have been I?
8. It might have been I. It might have been we. It might have been he. It might have been they.

4. Ask your classmates some of the questions in the preceding exercise. Notice whether their answers contain mistakes.

2. Game—*The Same Word as Different Parts of Speech*

As you have learned, it is the use of a word in its sentence that determines what part of speech it is. If it is used as a name, it is a noun. If it is used to describe a noun, it is an adjective. If it expresses action, it is a verb. And so on. Thus :

His *smile* was pleasant. (Here *smile* is a noun.)

The children *smile* at their teacher. (Here *smile* is a verb.)

Warm your hands at the fire. (Here *warm* is a verb.)

This is a very *warm* day. (Here *warm* is an adjective.)

The teacher will put on the board a long list of words, each of which (like *smile* and *warm* in the preceding sentences) may be used as more than one part of speech. The following words may be included. Before the game begins, prepare for it by using each of these words as different parts of speech :

can	play	smoke	figure	warm
pin	run	whistle	store	bark
work	study	watch	cook	lock
walk	hand	paint	paste	board
light	cost	nail	well	drink

Choose sides, as for a spelling match. The first pupil on side A begins the game by using in a sentence any word in the list. When he has done so, the first pupil on side B uses the same word in another sentence, but as a different part of speech. If he cannot do this, he takes his seat, and the pupil next to him on side B tries to use the word as required. If, however, he succeeds, the next pupil chooses a new word from the list, uses it in a sentence, and then in turn side A tries to use it in a sentence but as a different part of speech. When all the words have been used, the side that has the greater number of pupils still in the game is declared the winner.

3. Words Sometimes Mispronounced

Oral Exercise. 1. Pronounce each of the following words as your teacher pronounces it to you. Then, several times in succession without making a single mistake, pronounce the entire list rapidly, distinctly, and correctly.

piano	recess	yeast	inquiry
eleven	steady	engine	instead
quiet	fellow	recipe	umpire
donkey	thresh	museum	perhaps
window	drowned	really	usually
column	toward	across	probably

2. Use each of these words in an interesting sentence, and pronounce it correctly when you give the sentence.

CHAPTER FOUR

SENTENCE STUDY: THE ESSENTIALS

1. The Principal Word of the Subject

Exercise. Point out the principal word of the subject in each of the following sentences. Read each sentence without that word. Is it still a sentence?

1. The old schoolhouse stood by the roadside.
2. The tall elm was admired by visitors.
3. Breakfast came at seven.
4. The mysterious matter was soon explained.
5. His manners were most agreeable to all.
6. The tired horse limped all the way home.
7. The thunderstorm frightened the child.

We see that without the principal word of the subject we cannot express complete thoughts and cannot have sentences.

The principal word of the subject is one of the essential, one of the necessary, parts of every sentence. This we learned some time ago.

2. The Verb

Exercise. Pick out the verb of each of the sentences which follow. Then read each sentence without its verb. Does it still express a complete thought? Is it still a sentence?

1. My father bought a dictionary.
2. The lazy boy failed in school.
3. The miner dug five years in one place.
4. The miner loafed five years in one place.

5. You were born in that noisy city.
6. The lawyer defended his old friend.
7. No successful career is gained by mere dreaming.

Without verbs we cannot make sentences. The verb is one of the essential, one of the necessary, parts of every sentence. This, too, we have known for some time. Now, after this brief review, let us go a step further in the study of the essentials of sentences.

3. The Predicate Word

Exercise. Is each of the following groups of words a sentence? Does each express a complete thought? Which do not? Does each contain two of the necessary parts of every sentence — a subject and a verb? Point these out in each sentence.

- | | |
|--------------------|-----------------------|
| 1. John is. | 4. The apple tastes. |
| 2. The boy became. | 5. Our teacher seems. |
| 3. The book was. | 6. The girls were. |

We see that the groups of words above are not sentences. Yet each of them contains a subject, and each contains a verb. It is clear that sometimes a subject and a verb are not enough to make a sentence. Something more is needed.

Let us add words to the foregoing incomplete sentences in order to make sentences of them.

- | | |
|--------------------------------------|-------------------------------------|
| 1. John is <i>happy</i> . | 4. The apple tastes <i>sour</i> . |
| 2. The boy became <i>angry</i> . | 5. Our teacher seems <i>cross</i> . |
| 3. The book was <i>interesting</i> . | 6. The girls were <i>studious</i> . |

Exercise. 1. What word in the first sentence above is described by the word we added, the adjective *happy*? What is the subject of that sentence? The verb *is* is little more than a link in that sentence, coupling together the subject and the word which describes the subject.

2. Study the other sentences as you have just studied the first.

We see that in some sentences there is needed besides the subject and the verb a third word to make the sentence complete. This third essential part is a word in the predicate but describing, explaining, or defining the subject of the sentence. It is called the **predicate word**.

Exercise. 1. Add a predicate word to each of the groups below so as to make sentences of them. Remember that your predicate word must describe or define the subject of the sentence.

- | | |
|-----------------------------|-------------------------|
| 1. The pudding tasted —. | 6. The story seemed —. |
| 2. The music sounds —. | 7. The water feels —. |
| 3. He is —. | 8. The air felt —. |
| 4. I am —. | 9. I shall be —. |
| 5. The weather continues —. | 10. This rose smells —. |

2. Add a predicate word to those groups of words below that are not sentences without it. But do not add a predicate word when the subject and the verb already make a complete sentence.

- | | |
|-------------------|-------------------------------|
| 1. Water freezes. | 6. Mary is. |
| 2. Ice melts. | 7. The game [•] was. |
| 3. Peaches taste. | 8. Games are. |
| 4. Father seemed. | 9. Her voice sounds. |
| 5. Leaves fall. | 10. Spring has returned. |

The predicate word may be an adjective, a noun, or a pronoun.
Thus:

1. George is *industrious*. (ADJECTIVE)
2. George is *captain*. (NOUN)
3. George is my *brother*. (NOUN)
4. George is a tall *boy*. (NOUN)
5. It was *I*. (PRONOUN)
6. This is *he*. (PRONOUN)
7. The rain felt *cold*. (ADJECTIVE)

Exercise. Pick out the predicate word in each of the following sentences, and tell whether it is noun, pronoun, or adjective :

- | | |
|----------------------------|----------------------------------|
| 1. McKinley was president. | 6. Mary is my sister. |
| 2. Summer is pleasant. | 7. Mary is a studious girl. |
| 3. The fruit is ripe. | 8. That is she. |
| 4. The street is clean. | 9. The policeman was very brave. |
| 5. The park is beautiful. | 10. Girls are sometimes brave. |

The predicate word may be modified. Thus :

1. He is a bold *sailor*. (The predicate word *sailor* is modified by *a* and *bold*.)
2. She was a brave young *woman*.
3. The day was very *disagreeable*. (The predicate word *disagreeable* is modified by *very*.)
4. The apple tasted unusually *sweet*.

Exercise. Point out the predicate word in each of the following sentences. Name the subject which it describes or defines. Name the verb which acts as a link between the predicate word and the subject. Make a list of these verbs, as you study the sentences.

1. The day was beautiful.
2. It seemed a perfect day.
3. The flowers smelled sweet.
4. The air felt fresh and cool.
5. It was bracing.
6. Old men became younger under its influence.
7. The song of birds was most pleasant.
8. Everything was satisfactory.
9. We were completely happy.
10. Breakfast tasted delicious.
11. Our friends appeared cheerful.
12. We became enthusiastic over early morning rising.
13. The grass was still wet with the early morning dew.
14. Our trouble was our lack of time.
15. This is he.

The verb most commonly used as a link between the subject of a sentence and the predicate word is the verb *is*⁴¹ (in its various forms, *am, are, was, were*, etc.). Other verbs used as links, and therefore sometimes called linking verbs, are *seem, appear, look, sound, taste, smell, feel, become*. If you will remember this list, you will often find it useful in your speaking and writing.⁴²

We must distinguish between a linking verb followed by a predicate word and a verb modified by an adverb. The sentences which follow illustrate this difference:

1. John looked happy. (LINKING VERB FOLLOWED BY PREDICATE WORD. *Looked*, when a linking verb, has nearly the same meaning as *is*.)
2. John looked about. (VERB MODIFIED BY THE ADVERB *ABOUT*)
3. John looked cautiously about. (VERB MODIFIED BY TWO ADVERBS)
4. The girl grew tall. (LINKING VERB FOLLOWED BY PREDICATE WORD. The verb *is* can be used in place of *grew*.)
5. The girl grew rapidly. (VERB MODIFIED BY THE ADVERB *RAPIDLY*. The verb *is* cannot be used in place of *grew* here.)

Exercise. Examine the foregoing sentences again. In the first, what does the predicate word *happy* describe? Can we say *happy John*? In the third sentence do *cautiously* and *about* describe the subject? What kind of *John* would a *cautiously John* be? Or an *about John*? It is clear that *cautiously* and *about* modify the verb *looked*, and do not describe the subject. Study the other sentences above in the same way.⁴³

Exercise. In each of the following sentences pick out the linking verb and its subject; then point out the predicate word and tell what part of speech it is:

1. The old doctor was a good man.
2. He looked kind and thoughtful.
3. He seemed a happy man.
4. His friends were all kinds of people.
5. Their song in church sounded most pleasant.

6. Their voices sounded *sweet*.
7. They were good voices.
8. Gradually the old man grew too old for *work*.
9. But he continued a helper till the end.
10. His influence became far-reaching.
11. His life was a blessing to many people.
12. The last days were the most pleasant of all.
13. His memory grew very dear.
14. Tom was the youngest of his half-dozen *sons*.
15. His only daughter was *Nellie*.
16. That is *she*.
17. She became a teacher.
18. The teacher was strict but kind.

CORRECT USE

I. Since the predicate word describes, explains, or defines the subject of the sentence, an adverb cannot be used as a predicate word. Adverbs never modify nouns.³²

Notice the following correct forms :

1. Mr. Jones feels *sick* this morning. (NOT: *badly*)
2. Old Mrs. Smith looks *unhappy* to-day. (NOT: *unhappily* or *badly*)
3. The music sounds *beautiful*. (NOT: *beautifully*)
4. The rose smells *sweet*. (NOT: *sweetly*)
5. This medicine tastes *bitter*. (NOT: *bitterly* or *badly*)

II. Since the predicate word describes, explains, or defines the subject of the sentence, the same pronouns that may be used as subjects may be used as predicate words. If a pronoun cannot be correctly used as the subject it cannot be correctly used as the predicate word of a sentence.

Notice the following correct forms :

- This is *I*. This is *he*. (NOT: This is *me*. This is *him*.)
 This is *she*. This is *we*. (NOT: This is *her*. This is *us*.)
 This is *they*. (NOT: This is *them*.)

4. The Object

Exercise. 1. Each of the following groups of words contains a **subject** and a **verb**. Which of the groups are sentences? Which need a word besides **subject** and **verb** to make sentences of them?

- | | |
|-----------------------|----------------------|
| 1. The stars twinkle. | 5. The man makes. |
| 2. The owl hoots. | 6. Mary cut. |
| 3. The wind blows. | 7. My brother broke. |
| 4. Dogs bark. | 8. The boy caught. |

Let us now complete the groups above that are not sentences.

1. The man makes *brooms*.
2. Mary cut her *finger*.
3. My brother broke the *window*.
4. The boy caught *fish*.

2. Are the words that we added predicate words? Does each describe or explain the subject of the sentence? If it does not, it cannot be a predicate word.

Consider the sentences above once more.

a. The first sentence is :

The man makes brooms.

The verb *makes* expresses action. The noun *brooms* names the result or the object of that action.

b. The third sentence is :

My brother broke the window.

The verb *broke* expresses action. The result, the receiver, the object of that action, is named by the noun *window*. We may call the noun *window* the object of the verb *broke*. The subject of the verb *broke* names the performer, the doer of the action — *brother*. The object of the verb *broke* names the object of the action — *window*.

The object of a verb is the word that names the **result**, the receiver, the object of the action expressed by the verb.

Not all verbs are followed by objects.

Exercise. In the following sentences point out the **subject** of the verb, the verb itself, and the object of the verb :

1. The Indian bent the bow.
2. The trapper caught the beaver.
3. The young men built a summerhouse.
4. Then they launched the canoes.
5. The guide showed the way.
6. They killed three large deer.
7. The dogs chased a moose.
8. One boy cut his hand.
9. The physician bandaged the boy's hand.
10. That accident ended his summer outing.
11. The children tasted the grapes.
12. Do you like sour apples?

The object of a verb may, like any other noun or pronoun, have modifiers. Thus :

1. The dog caught a squirrel.
2. The dog caught a beautiful gray squirrel.
3. The train injured the man.
4. The train injured the poor, old, careless man.

Exercise. In each of the following sentences pick out the object of the verb :

1. The players kicked the ball to and fro.
2. The ball smashed a large plate-glass window across the street.
3. A policeman examined Tom, Fred, and some other boys.
4. The owner of the house accepted the boys' explanation.
5. They paid one dollar for the damage done.
6. Can you make aprons and dresses without help?
7. The unfortunate child spilled ink on the tablecloth.

5. The Essential Parts of Sentences

Exercise. 1. Name the subject⁸⁰ and the verb of each of the following sentences :

1. I can prove this statement.
2. The excited boy rang the famous old bell.
3. The children played circus.
4. The temptation became very great.
5. The field of wheat looked golden yellow.
6. I am an American sailor.
7. All was quiet there.
8. The trapper held his gun under his arm.
9. His grandfather left a large sum of money.
10. Read the next paragraph.
11. The newcomers lost their way in the woods.
12. They were afraid.
13. The cavalry scattered the little band of patriots.
14. They seemed a mere handful before such an attack.
15. The general surveyed the field with satisfaction.
16. Quickly the men built a barricade.
17. These people were a peace-loving people.
18. They did not look quarrelsome.
19. Their friends remained neutral.
20. The enemy destroyed their city.

2. If there is also a predicate word, point it out and show that it describes the subject of the sentence.

3. Point out the object in each of the sentences whose verbs have objects.

Exercise. Name the essential parts of each of the following sentences, and write them without the other words of the sentences. Thus, the subject of sentence 16 in the preceding exercise is *men*; the verb is *built*; the object is *barricade*. The essentials written without their modifiers make this sentence:

Men built barricade.

1. Susan has brought the books from the library.
2. Somebody always borrows my new pencil.
3. The weather continued cloudy for another day.
4. Reading maketh a full man.
5. Do that work immediately.
6. The tall buildings looked spectral in that fog.
7. Then those excited boys took some photographs of streets and skyscrapers.
8. We photographed a crowd of people in front of the Tribune Building.
9. The hero of the disaster was only a boy.
10. The children slowly drove the lazy cows up the lane.
11. This pleases all of us.
12. The water snake looked very large.
13. Its head surely seemed swollen.
14. Birds have wonderfully keen eyes.
15. Your secret will keep until the end of time.
16. We loafed about for a day.
17. The physician listened carefully to the poor man's breathing.
18. He walked rapidly to the nearest town.
19. He was a rapid walker.
20. Our trip undoubtedly was most enjoyable.
21. This young man had never seen an aëroplane.
22. My grandmother never saw an automobile.
23. Did you ever see a stagecoach?
24. Without metal tools he could not cut the stone.
25. These simple people had a simple language.
26. The savage could harden the tip of his wooden spear in the fire.
27. A certain apothecary discovered the bones of an elephant in a gravel pit near London.
28. These wide-awake pupils studied the history of their country with great interest.
29. He grew older and wiser together.
30. That fine field of hay is the property of a young farmer.

COMPOSITION — IV

1. Business Letters

14 Wood Street
Coloma, Michigan
April 24, 1918

The Thompson Cycle Company
632 South Wabash Avenue
Chicago, Illinois

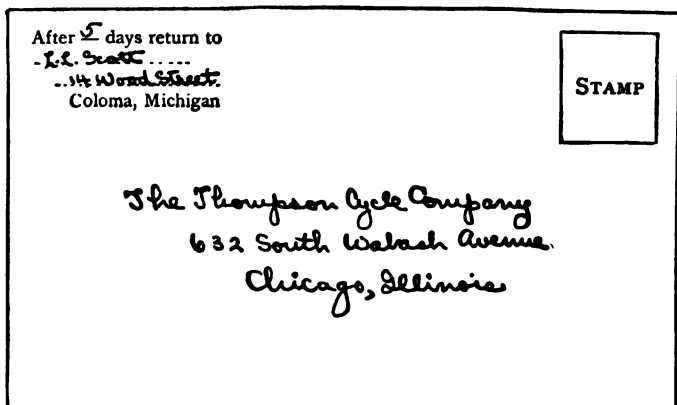
Dear Sirs:

Please send me as soon as possible your latest catalogue of boys' and girls' bicycles. Can you ship goods immediately on receipt of order?

Very truly yours,
L. L. Scott

Mr. Scott is planning a surprise for his two children at their next birthdays, which fall only a few days apart. His plan is nothing less than to buy each of them a bicycle. The Scott family lives in the country, and since the dealer in the neighboring village has no large supply from which to choose, Mr. Scott decides to have the two bicycles shipped from Chicago. Without a word to Tom, who is thirteen, or to Mary, who is twelve, he sends the letter which you saw on the preceding page.

The envelope he addressed as follows :



Dictation Exercise. Read the addressed envelope and Mr. Scott's letter, noticing the arrangement of the parts and the punctuation. Do you see that in a business letter the address as it is on the envelope precedes the greeting in the letter? Is it written in the same way in the letter as on the envelope? What punctuation mark follows the greeting? Now, from dictation, write the letter and address the envelope. Compare with the book what you have written, and correct any mistakes.

In a few days the catalogue arrived and in the same mail the letter which follows :

THE THOMPSON CYCLE COMPANY
MANUFACTURERS OF
PEERLESS BICYCLES AND MOTORCYCLES
632 South Wabash Avenue

Chicago, April 25, 1918

Mr. L. L. Scott
14 Wood Street
Coloma, Michigan

Dear Sir:

Your letter of April 24 asking for our latest catalogue of boys' and girls' bicycles is received. We are mailing you to-day this catalogue, together with our new price list. As you will notice, we are making substantial reductions on the prices of all goods purchased from us during the present month.

Since we are the manufacturers of these bicycles, we always have a large stock on hand and can ship on the day an order reaches us.

Trusting that we shall soon have the pleasure of filling your order, we are,

Very truly yours,

The Thompson Cycle Company

Mr. Scott chooses from the catalogue the two bicycles he wishes to buy. But before sending his order he thinks it best to examine the catalogues of two other manufacturers. He decides to write for these without delay.

Written Exercise. Write these two letters for Mr. Scott. After writing the first, try to make the second still better. Perhaps your teacher will make suggestions for improvement. One of the manufacturers may be supposed to be in Detroit, Michigan, and the other in South Bend, Indiana. Compare letters and envelopes with those written by Mr. Scott, on pages 87 and 88.

In due time these additional catalogues arrive, but they contain nothing to make Mr. Scott change his mind. He writes at once his letter ordering the bicycles from The Thompson Cycle Company.

Written Exercise. As if you were Mr. Scott, write this letter ordering the bicycles. Their catalogue numbers are B-717 and G-248. Inclose a money order for forty dollars. They are to be shipped by freight on the Pere Marquette Railroad. Impress upon The Thompson Cycle Company that you intend these bicycles for birthday presents and must have them in a few days. No time should be lost in shipping. Address the envelope for this letter.

Group Exercise. Several of these letters and envelopes should be copied on the board for class criticism. The class should look for mistakes of all kinds, one kind at a time, as in preceding exercises of this sort.

2. More Business Letters

The bicycles arrive and are enjoyed by the two children. But in a few days it is discovered that the hard-rubber handles were not securely fastened to the handlebars. All four have become loose. One has dropped entirely off and been lost. Mr. Scott writes at once to the manufacturers about it. Here is their reply :

THE THOMPSON CYCLE COMPANY
MANUFACTURERS OF
PEERLESS BICYCLES AND MOTORCYCLES
632 South Wabash Avenue

Chicago, May 8, 1918

Mr. L. L. Scott
14 Wood Street
Coloma, Michigan

Dear Sir:

We learn with regret that the rubber hand-grips were not properly glued to the handlebars, and we thank you for calling our attention to the matter. We cannot explain it except as an unusual error in our finishing department.

It is not a difficult piece of work to fasten these grips. We are sending you by parcel post a tin of the kind of glue we use, and another grip to take the place of the one which was lost. Rub the glue thickly on the insides of the grips, push them over the ends of the handlebars, and allow a day for drying. We are sure that thereafter you will find the grips firmly in place. We have never known them to become loose when once properly attached.

If we can serve you further in this or any other matter we shall be glad to hear from you.

Very truly yours,

The Thompson Cycle Company

Oral Exercise. What specially interests you in the foregoing letter? What words help to make it a pleasant and courteous letter¹⁰⁶? What is the subject of the first paragraph? Of the second? Of the third?

Written Exercise. Write the outline of the foregoing letter. Then close your book and, with this outline before you, write the letter in your own words or such of the letter's words as you think suitable.

Correction Exercise. Compare your letter with the one in the book. Compare the headings, the addresses, the greetings, the endings. Does your letter contain three paragraphs? In what respects is the letter above better than your own?

The following business letter was written by a girl to a book-seller in Chicago:

65 East Oak Street
Des Moines, Iowa
May 28, 1920

A. C. Murray and Company
10 East Madison Street
Chicago, Illinois

Dear Sirs:

Please send me by mail a copy of Stevenson's "Treasure Island," in the school edition published by Gibson and Company. It sells for forty-five cents. I am inclosing a money order for fifty cents which, I think, will pay for both book and postage.

I should be pleased to have you send me this book without delay.

Yours very truly,
Matilda Peterson

Written Exercise. Write to the publishers for a book that you wish to buy of them. Make your letter short, but be clear in your statements. Observe that in the preceding letter the edition is carefully specified and even the price of the book is mentioned,

in order that there may be no mistake. Besides, observe that the writer speaks of inclosing a money order and definitely states the amount of it. Why is this care desirable?

Some of the pupils may pretend that they are the bookseller and may write the reply.

3. Telling Things Seen, Heard, or Done

THE BATTLE OF THE ANTS

One day when I went out to my woodpile, or rather my pile of stumps, I observed two large ants, the one red, the other much larger, nearly half an inch long, and black, fiercely struggling with one another. Having once got hold they never let go, but struggled and wrestled and rolled on the chips without stopping. Looking farther, I was surprised to find that the chips were covered with such fighters, that it was a war between two races of ants, the reds always pitted against the black, and frequently two red ones to one black. They covered all the hills and vales of my woodyard, and the ground was already strewn with the dead and the dying, both red and black. It was the only battle which I have ever witnessed, the only battlefield I ever trod while the battle was raging. On every side they were engaged in deadly combat, yet without any noise that I could hear, and human soldiers never fought so resolutely.

I watched a couple that were fast locked in each other's embraces, in a little sunny valley amid the chips, now at noonday prepared to fight till the sun went down, or life went out. The smaller red champion had fastened himself like a vice to the other's front, and through all the tumblings on that field never for an instant ceased to gnaw at one of his feelers near the root, having already cut the other through; while the stronger black one dashed him from side to side, and, as I saw on looking nearer, had already hurt him pretty badly. They fought harder than bulldogs. Neither showed the least wish to retreat. It was clear that their battle cry was "Conquer or Die." In the meanwhile there came along a single red ant on the hillside of this valley, evidently full of excitement, who clearly had killed his foe or had not yet taken part

in the battle; probably the latter, for he had lost none of his limbs. He saw this unequal combat from afar, — for the blacks were nearly twice the size of the reds, — he drew near with rapid pace till he stood on his guard within half an inch of the combatants; then, watching his chance, he sprang upon the black warrior, and began his operations near the root of his right foreleg; and so there were three united for life and death. I should not have wondered by this time to find on some large chip the musical bands of each side, playing their national airs, to excite the slow and cheer the dying combatants.

I was myself excited somewhat as if they had been men. The more you think of it the less the difference. And certainly there is not a fight recorded in Concord history, at least, if in the history of America, that will bear a moment's comparison with this, whether for the numbers engaged in it or for the patriotism and heroism shown. Concord fight! Two killed and one wounded! Why here thousands were killed and wounded! I have no doubt that it was a principle they fought for, as much as our ancestors, and that the results of this battle will be as important and as memorable to them as those of the battle of Bunker Hill are to us. — HENRY D. THOREAU, "Walden" (Adapted)

Oral Exercise. 1. What is the first paragraph in the preceding selection²⁴ about? What does the second tell about? What is the subject of the third? Can you give this account in half a dozen sentences, two for each paragraph?

2. Are battles among ants common? In what respects are ants like us? How are they different? In a book about ants try to find something of interest to report to the class.

Written Exercise. It might be fun to write a letter to the class in which you pretend that you have shrunk to the size of an ant and are living in an ant hill. Do you remember Alice's adventures in Wonderland? You could describe your life and adventures among the ants. Possibly you took part in the very battle that Thoreau describes. But study an ant hill, if you can find one, and read about ants, before writing this letter.

Oral Exercise. Plan to give the class an entertaining but exact account of something you have seen, heard, or done. Each pupil will bring a story of this sort to class, and you may expect to hear many different ones. As you rise to speak, remember that you have something to tell your classmates which probably they have never heard.

Perhaps the following list will suggest something interesting to talk about:

1. How We Rid Our House of Mice
2. Rats in the Barn
3. Why I Believe That a Dog Can Think
4. A Family of Kittens
5. What I Saw Happen on a Street Car
6. Exciting Happenings in the Bird World
7. My Experiences in a Dentist's Chair
8. Getting My Hair Cut in a Barber Shop
9. A Girls' Party
10. An Adventure My Father Had
11. A Boy-Scout Hike
12. A Dangerous Moment in an Automobile
13. Bobbing for Apples on Halloween
14. How a Cat Prepares to Go to Sleep
15. When the Organ Grinder Comes to Our Street

4. Reporting Things Seen, Heard, or Done

Oral Exercise. Let each pupil be ready to tell his classmates an interesting experience that he has had in the wintertime. Think over carefully what you wish to relate to the class, decide what should be told first, what next, what after that, and keep this outline in mind as you speak.⁴³ Would it be a good plan to write a program on the board, the title of which might be "Wintertime Fun"? The subject of each pupil's talk could be written under this general title.

Perhaps the following list of subjects will help you to decide what to talk about :

1. Coasting with a Bobsled
2. My First Pair of Skates
3. Games on the Ice
4. Building a Snow Fort
5. Catching Rides
6. Animal Tracks in the Snow
7. Fishing through the Ice
8. Making a Skating Rink
9. The Accident
10. The Store Windows at Christmas Time
11. A Race on the Ice

Group Exercise. Let the class consider each talk and tell what its best points are. If any incorrect English is used, this as well as too many *and's* should be called to the speaker's attention.

5. Discussing Plans — *Making a Skating Rink*⁴⁴

Oral Exercise. 1. Did it ever occur to you that the school playground could be made into a skating rink? Why could not this idea be carried out by you and your classmates? Present your plan to the class in a short talk.⁴⁵

2. Would it be a good idea to interest in the rink other classes in the school? Let three speakers be chosen to present the plan to each of the other classes. Let the first of these three speakers tell the general plan and the reasons in favor of it; let the second explain how a skating rink is made; and let the third make clear what the class can do to help put the plan in operation. If the boys are to make the rink themselves, they will probably need the help of the boys of every class. How can the girls help? Can the janitor help? Where can the money

be obtained to pay him? This should all be made clear to the hearers. Perhaps each class will vote on the matter at the end of the talks.

Written Exercise. It is now time to explain the plan to the principal of your school and perhaps to the superintendent and to the board of education. You may decide to write a letter in



MAKING A SKATING RINK

which the whole scheme is fully and clearly explained and permission is asked to carry it out. Let each member of the class write such a letter, each trying to write with such clearness, good sense, and enthusiasm that the permission asked for *cannot be refused*; then let the class hear the letters read, and decide which are the best three.

Group Exercise. Let these three letters be copied on the board, or re-read aloud slowly, and improved by the class. The best one may then be mailed to the persons named above.

6. Capitals and Punctuation Marks

1. A capital letter should be used to begin the names of the months and their abbreviations, and the names of holidays. Thus :

October — Oct.	February — Feb.	
January — Jan.	August — Aug.	
Fourth of July	Independence Day	Thanksgiving Day

2. A capital letter should be used to begin the names of the days of the week. Thus :

Monday	Tuesday	Wednesday
--------	---------	-----------

3. The period should be used after an abbreviation and after an initial. Thus :

Oct. Nov. Dec. A. Lincoln

Exercise. 1. Find the foregoing rules among the rules given in the Appendix.¹⁴ Write an illustration of each rule.

2. What other rules in the Appendix do you already know? Write an illustration of each.

Dictation Exercise. Study for capitals and punctuation marks the two letters from The Thompson Cycle Company on pages 89 and 91. Then write from dictation the one which your teacher selects. Correct your letter by comparing it with the one in the book.

REVIEW AND DRILL—IV

1. Grammar Review

Early in May the star Vega rises at about the same hour as the sun sets, and all summer long it is the gayest and perhaps the most instantly attractive star in the evening skies. It is the star so often noticed and commented on as shining with great brilliancy, directly overhead, between nine and ten o'clock during the hot summer evenings of July and August. When autumn comes it has passed the highest point in its journey across the heavens and may be seen traveling towards the northwest.

Vega is the most brilliant star in the skies of the northern hemisphere. It is one of the very large stars of the universe, and gives out about ninety times as much light as our sun. But its distance is so great that it requires about twenty-nine years for light to travel from it to us. Vega has a companion star, much smaller than itself, revolving around it, which is of the same beautiful bluish color as the larger star.—
MARTHA EVANS MARTIN, "The Friendly Stars" * (Adapted)

Oral Exercise. 1. Point out several nouns in the preceding selection. Include no words of which you are not sure. In the same careful way point out several pronouns, adjectives,³² verbs, adverbs, prepositions, and conjunctions.¹²⁰

2. Point out several nouns in the selection that are used as subjects; several nouns and adjectives that are used as predicate words; several nouns that are objects of verbs and several that are objects of prepositions.

3. Use in sentences of your own some of the nouns in the preceding selection.

* Copyright, 1907, by Harper & Brothers. All rights reserved. Published April, 1907.

2. Drill in Correct Usage

Oral Exercise. 1. Read the following sentences aloud frequently, alone and with other pupils. Most of them contain adjectives used as predicate words.

1. This rose smells sweet. How beautiful it seems!
2. How sweet your mother's voice sounds! Does n't she sing?
3. Do you feel ill? Do you feel well? Do you feel sick?
4. Does n't he feel any better? Does n't she feel any worse?
5. This pudding tastes good. It is good. Does n't he think so?
6. How beautiful the bride appears! Does n't everybody think so?
7. Do you feel bad this morning? I feel very bad, very sick.

2. Ask your classmates questions containing the verbs *is*, *feel*, *seem*, *sound*, *smell*, *taste*, *appear*, followed by adjectives. Notice whether their answers, which should be complete sentences, contain adjectives correctly used. Perhaps you can make a game of this exercise.

3. As you read the following sentences, observe the words in italics. Very often incorrect words are used in place of those in italics.

1. *Whom* do I see? For *whom* is this? For *whom* is this letter?
2. With *whom* are you studying? To *whom* are you writing?
3. *Whom* do you expect to see there? *Whom* are you waiting for?
4. In *whom* do you have the greatest confidence? *Whom* are you looking for?
5. *Whom* is this letter from? From *whom* is this package? To *whom* is this telegram?
6. *Whom* is this letter for? For *whom* is it? From *whom* is it?
7. By *whom* was the window broken? Do you know by *whom*?

4. Use the word *whom* in questions. Can you think of questions related to history? The following is one:

Whom did the United States elect to be the first president?

5. As you know, only those pronouns that can be used as subjects may be used as predicate words. Notice the predicate pronouns as you read the following sentences repeatedly:

1. This is *he*. This is *she*. This is *I*.
2. This is *he* who made so much noise in the hall. Are you *he*?
3. I am *he*. It was *I* who was in the hall.
4. It's *I* who want to go. It's not *he*. It's not *she*.
5. Who is it? It's *I*. Is n't it *he* or *she*? No, it's *I*.

6. Make sentences containing predicate pronouns.

7. Read the following sentences carefully and repeatedly, noticing that none of them contains more than one negative:

1. You *don't* care anything for anybody but yourself.
2. You care *nothing* for anybody but yourself.
3. You care for *nobody* but yourself.
4. He is *never* coming back any more.
5. He *is n't* coming back any more.
6. He is coming back *no* more.
7. There *is n't* any more chalk. There is *no* more chalk.
8. She could *not* be any happier. She could be *no* happier.

3. Words Sometimes Mispronounced

Oral Exercise. 1. Your teacher will pronounce the following words for you. Then read the entire list several times, speaking the words both distinctly and correctly.

almond	aisle	vase	surprise
salmon	creek	route	tomato
often	bury	arctic	potato
library	sleek	address	yesterday
bouquet	burst	figure	pudding
because	height	poem	pumpkin

2. Give interesting sentences — questions and statements — containing the words in the preceding list.

CHAPTER FIVE

SENTENCE STUDY: THE MODIFIERS

1. Introduction

Exercise. 1. Point out (1) the principal word of the subject in each of the following sentences; (2) the verb; (3) the predicate word, if there is one; (4) the object, if there is one. Write each group of these essentials, numbering the groups as the sentences are numbered.

1. Last week's bad storm completely destroyed two fine old trees on our lawn.
2. The foaming waves washed the level beach.
3. The bulky package was ready for the expressman.
4. A wonderful oriole sang sweetly in the blossoming apple tree.
5. The studious boy eagerly examined the interesting books.
6. Those laughing children immediately answered the old gentleman's joking question.
7. The long, hard game finally ended.
8. The defeated players seemed very tired.
9. Every boy looked exceedingly unhappy.
10. The late train from the West brought our many old friends to their destination.
11. The busy and interested workmen kept their eyes steadfastly on their great task.
12. This magnificent palace was at that time the splendid residence of a Roman emperor.

2. Read each group of these essentials. Compare these groups of essentials with the original sentences. Thus, taking the first

sentence, we see that the subject is *storm*, the verb is *destroyed*, and the object is *trees*. Putting these essentials together in a sentence, we have: *storm destroyed trees*.

Few sentences consist of only the bare subject, verb, and predicate word or object.

Observe below that words and groups of words are added to each of the essentials (*storm destroyed trees*):

SUBJECT (and words added to it)		VERB (and words added to it)		OBJECT (and words added to it)	
The sudden violent of last week	storm	easily completely in a short time with its twisting winds	destroyed	two fine old that grandfather planted	trees

Observe how these added words add to and make definite the meaning of the subject, of the verb, and of the object. Thus the word *storm*, used alone, may mean any one of a thousand storms. The added words define the particular storm that is meant. In the same way the verb *destroyed*, without added words, lacks the clearness and fullness of meaning that the words *easily*, *completely*, *in a short time*, and *with its twisting winds* give to it. Similarly, the word *trees*, alone, may denote all the trees in the world, when in fact the sentence has to do with only the *two fine old trees that grandfather planted*.

These words or groups of words that add to or change or modify the meaning of the words to which they are attached are called modifiers.

We have already studied the essentials of a sentence. We shall now learn about the different kinds of modifiers, in order that we may be able to use them easily, correctly, and effectively in our speaking and writing.

2. Adjective Modifiers

a. Adjectives and Adjective Phrases

Ambitious boys work hard.

Boys *with ambition* work hard.

Exercise. 1. Is there any difference in meaning between these two sentences? What part of speech is the modifier *ambitious*?

2. We do not find the adjective *ambitious* in the second sentence. What takes its place? Could we call the group of words *with ambition* a modifier? What does it modify?

A group of words like *with ambition* is called a phrase. The words go together and are used as a single word. If a phrase is used like an adjective, it is called an adjective phrase.

The phrase *with ambition* modifies the noun *boys*. It describes *boys* just as the adjective *ambitious* does. It is an adjective phrase.

Exercise. Pick out the adjectives and the adjective phrases in the following sentences and name the noun each modifies :

1. Wooden houses burn easily.
2. Houses of wood burn easily.
3. It was a happy day.
4. It was a day of happiness.
5. The man in the boat whistled a tune.
6. The soldier of experience was not afraid.
7. The experienced soldier was not afraid.
8. The leaves of the trees were falling.
9. A nail on the wall held up the beautiful picture.
10. Rugs from Persia covered the floor of polished oak.

A phrase is a group of connected words which does not contain a subject and predicate.

An adjective phrase is a phrase that is used like an adjective.

An adjective is used to modify only nouns or pronouns. Therefore an adjective phrase is used to modify only nouns or pronouns. These may be in the subject or in the predicate.

Exercise. 1. Pick out all the nouns in the following sentences and name the adjectives and the adjective phrases that modify them :

1. The picture in the antique frame was the portrait of an old gentleman.

2. The expression of the face made an interesting study.

3. The tones of the human voice may be either pleasant or unpleasant.

4. The aristocratic Mr. White walked into the garage across the way.

5. The wide door of the old house had bronze ornaments.

6. The stagecoach with its passengers drew up before the door of the cottage.

7. An old woman in a neat apron stood at the entrance to the garden.

2. Some of the phrases in these sentences are not adjective phrases. Why not?

b. Adjective Clauses

Exercise. 1. Is there any difference in meaning between the following two sentences?

Wise men kept still.

Men *who were wise* kept still.

2. The group of words *who were wise* is used to modify what word? Could the group *who were wise* be called an adjective modifier? Could it be called an adjective phrase?⁴⁶ As we know, a phrase does not contain a subject and predicate. Does the group of words *who were wise* contain a subject and predicate? What is the subject? What is the predicate?

Here, then, we have a group of words used as a part of a sentence and yet containing a subject and predicate of its own. Such a group is called a **clause**.

Exercise. In the following sentences pick out the adjectives, and the clauses that are used as adjectives :

1. The falling snow covered the fields and roads.
2. The snow *that fell steadily* covered the fields and roads.
3. The flying geese were headed for the South.
4. The wild geese *which flew by* were headed for the South.
5. The experienced hunter regarded them with interest.
6. The hunter, *who was a woodman of experience*, was interested.
7. The boys hastened to the frozen river.
8. The boys ran to the river, *which was frozen over*.

A clause that is used like an adjective is called an adjective clause.

Since an adjective modifies only nouns or pronouns, an adjective clause is used to modify only nouns or pronouns.

Adjective clauses are often introduced by the words *who*, *which*, *that*, *when*, and *where*.

3. Adverb Modifiers

a. Adverbs and Adverb Phrases

Exercise. 1. Read the following sentences, observing the words in italics :

They walked *rapidly*.

They walked *with rapidity*.

2. What does *rapidly* modify ? Therefore what part of speech is *rapidly* ? What phrase in the second sentence is used like *rapidly* ? Would it seem incorrect to call *with rapidity* an adverb phrase ? Is it a phrase ? Is it used like an adverb ? What makes you think so ? What parts of speech does an adverb modify ? What does the phrase *with rapidity* modify ?

A phrase that is used like an adverb (that is, to modify a verb, an adjective, or an adverb) is called an adverb phrase.⁴⁷

Exercise. In the following sentences pick out the adverbs and the adverb phrases, and tell what verb, adjective, or adverb each modifies :

1. A large strange bird sat on the dead branch.
2. A large strange bird sat quietly on the dead branch.
3. Nimbly the gray squirrel scampered along the rail fence.
4. With an ax he carefully cut a hole in the ice.
5. An uncommonly fine morning that was.
6. The wind blew less violently in the valley.
7. He was brave beyond expectation.
8. *By and by* some children came and ran to and fro.
9. Again and again the woman ran to the beach.
10. *More or less* painfully we scaled that wall.

Most adverb phrases consist of a preposition with its object, modified or unmodified ; as, *on the dead branch, along the rail fence, with an ax, in the ice*. But such expressions as *by and by, more or less, to and fro, again and again, now and then, upside down*, are also adverb phrases.

Exercise. Make sentences containing adverb phrases that have the same meaning as these adverbs : *silently, fearlessly, rapidly, cautiously, unsuccessfully, immediately, noisily*.

b. Adverb Clauses

Exercise. 1. Read the following sentences :

The soldiers arrived *at the appointed hour*.

The soldiers arrived *when the appointed hour came*.

2. What kind of phrase is *at the appointed hour*? Why? In the second sentence, is the group of words in italics a phrase? Give the reason for your answer. Has it a subject and predicate? Could we call this group of words an adverb clause? What does it modify?

A clause that is used like an adverb is called an adverb clause.

Exercise. In the following sentences pick out the adverb clauses and tell what verb each modifies :

1. The ship was gone when I awoke.
2. I wandered about the streets until I was tired.
3. Although I was in a strange country, I was not afraid.
4. Then we traveled many days across high mountains until we reached Persia.
5. I could not leave while he was sick.
6. I did not loiter there while our friends were away.
7. The kind ruler helped us while we were in his country.
8. As I remember that eventful journey, I am filled with gratitude.
9. The merchants crowded about us after they had heard our story.
10. We joined the caravan when it started for home.

Adverb clauses are often introduced by the words *where, when, while, how, until, because, although*.

c. Distinguishing between Adverb Clauses and Adjective Clauses

It is as easy to distinguish between an adverb clause and an adjective clause as between an adjective and an adverb.

An adjective clause, like an adjective, modifies only nouns or words used as nouns. An adverb clause, like an adverb, modifies only verbs, adjectives, and adverbs.

Exercise. I. Point out the adjective clauses in the following sentences and name the noun each modifies :

1. Whenever he went about the village, he was followed by a troop of children.
2. He would fish for a whole day without a murmur, though he did not get a single nibble.

3. Rip was a happy mortal who never worried.
4. When an old newspaper fell into their hands, they would listen eagerly to the contents, which were read aloud by the schoolmaster.
5. When anything displeased the landlord, he would send forth short, angry puffs from his pipe.
6. He threw himself on a green knoll that crowned the brow of a cliff.
7. It would be dark before he could reach the village in the valley.

2. Point out the adverb clauses and name the verb each modifies.

4. Sentence Study⁴⁸

Oral Exercise. Point out the essential parts of the following sentences and name the modifiers of each part. Tell what kind of modifier each is.

1. The speaker, who was standing near the open door, heard the sudden noise on the porch.
2. While she listened, she mended the child's clothes.
3. The poor man who lay in bed paid no attention to them.
4. They put on the table some medicine which the doctor had left.
5. This old house, which is on Royal Street, stood there when my father was young.
6. My father knew this old place, which is in the very heart of old New Orleans.
7. My father, who knew this old place, sometimes visited it.
8. When my father first told me about New Orleans, I was a very small boy.
9. The coarse, cheap shirt that he wore was white and clean.
10. An expression of frankness overspread the face, which was sunburnt.
11. A big old Russian ship, which a certain man had bought, lay at anchor in the canal at Amsterdam.
12. Eva's two older brothers, who were experienced sailors, could not take their eyes off the strange vessel.

13. As these farmers passed through the village, they made a funny sight.

14. I shall go to school until I graduate.

15. The dust which blew up and down the street was most unpleasant.

16. There was no wind when we began our long walk.

17. When I arrived in London, I had forgotten my friend's address.

18. Joseph, who liked the English people, rented a little house in the suburbs of London.

19. Many of the persons who are mentioned in that diary were my own acquaintances and friends.

20. While the sun shone brightly, we kept our courage.

21. As I placed the parchment in your hand, the Newfoundland dog entered and leaped upon your shoulders.

22. Scrooge kept his eye upon his clerk, who, in a dismal little cell, was copying letters.

23. The carriage, which was drawn by four horses, dashed round the turn of the road as the little old man appeared at the doorway.

24. The ticking of many clocks among the curious lumber of the shop, and the faint rushing of the cabs in a near thoroughfare, filled up the interval of silence.

25. The little, pale, round-shouldered dealer looked at me over the top of his gold spectacles, which rested lightly on the end of his nose.

26. Suddenly a very jovial gentleman beat with a staff on the door while he shouted the dealer's name.

27. The light that filtered into the room through the small and dirty skylight was exceedingly faint.

Group Exercise. Now let us apply to our own compositions what we have learned in this chapter. Several compositions should be copied on the board or read aloud slowly, so that the class may study each sentence in them.⁷ What are the modifying words, phrases, or clauses? Can these be improved? Can any sentences be improved by the addition of suitable modifiers?

COMPOSITION — V

1. Essentials and Modifiers

From a cave in the rocks a huge mother wolf appeared, stealthily, as all wolves come out of their dens. A pair of green eyes glowed steadily like coals deep within the rock entrance. A massive gray head rested unseen against the gray rock. Then the whole gaunt body glided like a passing shadow into the June sunshine and was lost in a cleft in the rocks.

A moment before the hillside had appeared utterly lifeless — still and rugged and desolate. Yet now, so quietly did the old wolf appear, so perfectly did the rough gray coat blend with the rough gray rocks, the hillside seemed just as tenantless as before. A stray wind seemed to move the mosses. That was all. — WILLIAM J. LONG, "Northern Trails" (Adapted)

We have learned that we cannot express ourselves at all, in language, without sentences—that is, without the essentials of sentences—and that we cannot express ourselves fully without the words, phrases, and clauses that are modifiers of the essentials. The modifiers add definiteness to our utterances, give them clearness, completeness, force, and color. Strip the first sentence in the preceding selection of its modifiers, and what have we left? Only the short sentence, "wolf appeared"—that is, a subject and a verb. Compare this bare statement with the sentence in its original form; observe the added meaning and interest that result from the added modifiers. If you would speak and write well, it is clear that you must give careful attention to the choice of modifiers.

Exercise. 1. Pick out the essentials of each sentence in the first paragraph of the preceding selection, and write them. This will give you the paragraph deprived of all its modifiers. Read this bare paragraph.

2. Now add to your essentials the modifying words, phrases, and clauses of the subject. Read the paragraph in this improved form.

3. Now add the modifying words, phrases, and clauses of the predicate.

Group Exercise. 1. Several recent compositions may be copied neatly on the board, so that the whole class may study them as the foregoing selection has just been studied. The teacher, standing at the board, will write the essentials of each sentence as the pupils name them.⁷ The modifiers may be added orally.

2. Can any of these modifiers be improved, that is, can clearer and more expressive modifiers be put in their places?

3. Can new modifiers be added to any of the essentials, for the improvement of the compositions?

2. Study of a Poem

Quiet days, sunny days, blue skies — the praises of these have been sung by many poets. But there is beauty in stormy weather too, when the wind "shouts" and the rain "flies" and the breakers "roar upon the beach." This is the thought of Henry Timrod, the author of the poem that follows. His heart is stirred by the majesty of the storm. He wishes for the voice of the sea so that he may express his thoughts. He would sweep with the wind over land and sea, he says; he would be aboard that distant ship that he sees struggling with the waves. Let the storm roar on, he shouts, though blue skies and fair weather never return.

HARK TO THE SHOUTING WIND

Hark to the shouting Wind!
Hark to the flying Rain!
And I care not though I never see
A bright blue sky again.

There are thoughts in my breast to-day
That are not for human speech;
But I hear them in the driving storm,
And the roar upon the beach.

And oh, to be with that ship
That I watch through the blinding brine!
O Wind! for thy sweep of land and sea!
O Sea! for a voice like thine!

Shout on, thou pitiless Wind,
To the frightened and flying Rain!
I care not though I never see
A calm blue sky again.

HENRY TIMROD

Oral Exercise. In this poem is there a single word with which you are not familiar? What is it? You see, the poet uses simple words. Is there a single thought in the poem that is new to you? Which one? Did you ever think of the wind as "shouting"? Did you ever wish for a voice like the sea's? Why not? Why does the poet wish for a voice like the sea's? Did you ever think of rain, flying before the wind, as being "frightened"? How many new thoughts has this poem given you? What are they? What are the strong words in the poem? Find other words for *shouting*, *driving*, *roar*, *blinding*, *brine*, *sweep*, *pitiless*, *calm*. Substitute these for the original words in the poem. Has the poet chosen the best word every time?

3. Word Study

Probably no two words have exactly the same meaning. But often their meanings are almost the same, with only a delicate shade of difference between them. It is interesting and important to learn these small differences. This knowledge helps us to express exactly what we have in mind to say. It helps us, in our speaking and writing, to put the right word in the right place.

Synonyms are words that have nearly the same meaning.

Written Exercise. 1. Consult the dictionary⁴⁹ and find synonyms for each of the following words from the prose selection on page 111:

huge	appeared	utterly	perfectly	move
massive	rested	still	blend	quietly
stealthily	gaunt	rugged	rough	steadily
glowed	glided	desolate	lifeless	stray

2. Rewrite the selection, using the best synonym you have found for each word in the foregoing list.

Correction Exercise. 1. Together with a classmate compare what you and he have written, and decide how both papers may be improved.

2. Now compare what you have written with the original selection. Are there any words in what you have written that you prefer to the corresponding words in the selection? Can you tell why?

Group Exercise. Study the words in several pupils' compositions which have been put on the board. Find synonyms for the words that your teacher indicates. The teacher may rewrite the compositions as pupils read each sentence in them in its improved form. Read the finished compositions aloud. Are they better than the original ones? Study other compositions in the same way.

4. Story-Telling

Late one afternoon, in the heart of the Canadian wilderness, I was hurrying back to camp. The path, narrow and dangerous, skirted the edge of the sheer cliff at the foot of which a foaming stream rushed by. I was giving chief heed to my feet in the ticklish walking, with the cliff above and the river below, when a loud "Hoowuff!" brought me up with a shock. There at a turn in the path, not ten yards ahead, stood a huge bear, calling unmistakable halt, and blocking me in as completely as if the mountain had toppled over before me.

There was no time to think; the shock and scare were too great. I just gasped "Hoowuff!" instinctively, as the bear had shot it out of his deep lungs a moment before, and stood stock-still, as he was doing. He was startled as well as I. That was the only thing that I was sure about.

There was no snarl or growl, no savageness in his expression; only intense wonder and questioning in the look which fastened upon my face and seemed to bore its way through, to find out just what I was thinking. I met his eyes squarely with mine and held them, but this was all unconscious on my part. I was doing a lot of thinking. It was clear to me that there was no escape, up or down; I must go on or turn back. But if I turned back, he would follow me, growing bolder as he came on. All the while I looked at him steadily until, all at once, I noticed with a thrill that his eyes began to lose their intentness. My hand slipped back and gripped the handle of my hunting knife.

Suddenly his eyes wavered from mine; he swung his head to look down and up; and I knew instantly that I had won — if I could keep my nerve. I advanced a step or two very quietly, still looking at him steadily. There was a suggestion of white teeth under his wrinkled chops; but he turned his head to look back over the way he had come. In another moment he had disappeared around the turn. — WILLIAM J. LONG, "Wood Folk at School" (Adapted)

Oral Exercise. 1. Read again the first sentence in the preceding selection, Think of it for a moment, of the picture which it

draws. You see, the story has already begun. There is no unnecessary introduction. On the contrary, we learn at once *when* this incident happened, *where* it happened, and something of the atmosphere of it--the man hurrying back to camp. In a word, the story *begins right*, telling us much that we ought to know at the start and not troubling us with what we do not need to know.

2. Read again the very last sentence in the preceding selection. In that sentence the bear disappears around the turn. Observe that the author stops when the story is over. There was nothing unnecessary in the beginning of the story; there is nothing unnecessary here at the end. That is, the story *ends right*.

3. Now observe that between the beginning and the end the events follow one another just as they happened, in clear and simple order, uninterrupted by a single statement that is unnecessary. The writer is telling a story, not a story and other things mixed together. His incidents march along in right succession with no turning aside. *The order is right*.

4. The story-teller is careful to keep the outcome of his adventure in doubt until the very last sentence. Throughout you are wondering how the story will end. That is, *the listener is kept in suspense*.

Oral Exercise. 1. Without looking at the selection again, close your book and tell the story briefly, clearly, and entertainingly. Perhaps you will tell it as the bear might have told it. After telling it, open your book and read it again. As you read it, try to discover how you might have told it better.

2. In a book or magazine at home or at the public library find an interesting story. Tell this story to the class, but first make sure that you have clearly in mind the right order of the events. Then begin, but begin right; and do not fail to end right; and keep your listeners in suspense until the end.

Group Exercise. As each pupil speaks the class will have in mind the following questions :

1. Did the story begin right? How could the beginning have been better?

2. Did the parts of the story follow each other in clear order, so that it could be understood easily?

3. Did it end right? Were the hearers kept in suspense about the outcome until the very end, and did the story stop promptly?

Oral Exercise. 1. The following topics may recall a story to you, or may suggest one. Think it out carefully, make a brief outline that will help you remember what happened first, what next, what after that, and what last. Tell it so that your hearers will be kept wondering until the very last sentence or two how it will end.

1. The Runaway Horse
2. The Elephant and the Clown at the Circus
3. Clearing the Barn of Rats
4. The Dog and the Cat
5. My Friend's Birthday and the Surprise Party
6. The Brave Fireman
7. How Our Family Celebrated Christmas
8. A Day on the River
9. A Game of Basketball
10. Helping Mother
11. A Boy's Experience in the Kitchen
12. A Girls' Party
13. The Ghost of a Circus Clown
14. A Letter Carrier's Adventure
15. The Boat Race

2. Can you invent a story about a day you spent as a street-car conductor? Or about an adventure you had in a circus? Can you invent a story from a newspaper headline? Can you imagine what might happen if you disguised yourself as a ghost to frighten some classmates? Tell one of these stories.



STORY-TELLING

5. More Story-Telling

Written Exercise. Perhaps the following titles will suggest a story that will prove both new and pleasing to your classmates. Write it, and read it to them.

1. The Strangest Dream I Ever Had
2. The Strangest Dream I Was Ever Told
3. The Most Interesting Fairy Tale I Ever Read or Heard
4. A True Story That My Father Told Me
5. A Story about the Capture of a Wild Animal
6. A Story from History
7. An Interesting Event Read in an Old Newspaper
8. An Adventure While Hunting with a Camera
9. A Strange Story of the Ocean
10. A Story I Saw Played in a Moving-Picture Theater
11. A Story Told by the Flagman at the Railroad Crossing
12. The Relay Race

13. My First Night in a Tent
14. A Child Lost during Christmas Shopping
15. A Skating Experience When Father Was a Boy

Group Exercise. If you are asked to reread your story to your classmates — this time for corrections and suggestions — stop at the end of each sentence to see whether there are any questions about it.⁵⁰ Your classmates will probably wish to know whether you began it with a capital letter, what the punctuation mark at the end is, and particularly regarding the matters asked about in each of the following questions :

1. Can the sentence be improved by the addition of adjective modifiers?
2. Could adverb modifiers — single words, phrases, or clauses — be added to the advantage of the sentence?
3. Have the words been chosen with care? Can you find synonyms that express your meaning more satisfactorily than some of the words in the sentence?

Exercise. Should you like to plan a story hour to which you could invite your parents and friends? For an hour pupils would tell and read stories of their own like those of the preceding exercises. If this idea appeals to you, plan¹⁰ a program with your classmates, send out invitations, and make the necessary arrangements for the entertainment.

6. Biographical Sketches

Nothing spurs us on so much to do our best as the lives of successful men and women.

Oral Exercise. 1. Find in the library the biography of some man or woman who has been successful in the work you are thinking of following when you are grown up. Tell this story in class.

But before telling it, decide on two or three main ideas around which, as centers, to group your talk. In this way you will obtain two or three distinct paragraphs.

2. Would it not be interesting if every pupil told the class the story of his own life? A special period might be set apart for these stories. As you plan what to say and what to omit, remember those events in your life that will be of particular interest to your listeners.

7. Telling of Current Events

Oral Exercise. Find in the newspaper at home the story of a recent occurrence—some little or big event about which you enjoyed reading. Perhaps your parents will help you to find one. Choose something that your classmates may have overlooked, which therefore they will be interested to hear you tell about. Speaking two minutes, give your hearers a clear account of it.

Should you and your classmates like to form a current-events club such as is to be found in some schools? Every other Friday afternoon you could hold a meeting which could be presided over by one of the pupils as chairman. It would be each one's part to bring to the meeting a short, interesting account of some recent event. You might vary the program by having an occasional debate.¹⁰⁷

8. Letter Writing

Written Exercise. Write a business letter to your grocer, complaining that the butter bought of him seems to be not so good as it ought to be. Make your complaint clear and definite, but remember that the more courteously you express it, the more courteously it will probably be received. Let half the class write letters of complaint, and the other half read and reply to them.

Correction Exercise. Exchange letters with a classmate. What do you like in his letter? What mistakes has he made? How can his letter be improved? Where would the addition of adjective and adverb modifiers improve the letter? After each of you has studied the other's letter with these questions in mind, talk the two letters over together. Then let each rewrite his letter for the final copy to be saved for future use.⁵¹

Written Exercise. Write to a mail-order house explaining that you are not satisfied with something they recently sent you. Make your case plain, but remember that you yourself sometimes make mistakes; therefore be pleasant and polite in your letter.

Half the class will write letters of complaint; the other half will read these and write the reply of the mail-order house.

In all letter writing it pays to be clear and definite. Then one can be sure that the reader of the letter will understand it exactly. Misunderstandings may thus be avoided in business. One's friends, too, prefer letters that are clear and to the point.

This need of making letters clear beyond a doubt was impressed on Felix Mendelssohn, the famous composer, in his boyhood. He had written his father a careless letter, asking for some music paper. The following is his father's reply. It is an old letter, probably written in 1817, and (as you see) the heading is missing.

A LETTER TO FELIX MENDELSSOHN FROM HIS FATHER

My dear Felix:

You must state exactly what kind of music paper you wish to have: ruled or not ruled, and if the former you must say distinctly how it is to be ruled. When I went into a shop the other day to buy some I found that I did not know myself what I wanted to have. Read over your letter before you send it off, and ascertain whether, if addressed to yourself, you could fully execute the commission contained in it.

Your Father and Friend

Group Exercise. Let several recent letters be read aloud, slowly and with an ample pause after each sentence. The class will listen with this one question in mind, "Is each sentence clear?" Does every sentence say exactly what the writer intended it to say? Can any sentence be made clearer?

9. Oral and Written Composition

Oral Exercise. Did you ever think what you would do if you were the richest man in the world? Tell the class what wonderful plans you would carry out, but first arrange your ideas clearly in one-two-three order.

Written Exercise. Write several paragraphs in which you tell the class what you would do if you were the richest man in the world. The preceding exercise has made you think about this question. Now, as you write, you will probably be able to tell of far-reaching plans that will seem to your classmates both very interesting and sensible.

Group Exercise. Several of these compositions should now be copied on the board or read aloud slowly.

1. Let each pupil consider every adjective modifier. Can a better word or phrase or clause be substituted for it? Can adjective modifiers be added anywhere and the sentences improved in this way?

2. In the same way study each composition for the improvement or the addition of adverb modifiers.

REVIEW AND DRILL—V

1. Grammar Review

In the year 1898 Colonel Peterson was sent by the English government to build a strip of railroad at a place one hundred thirty miles from Mombasa on the eastern coast of Africa. The presence of two man-eating lions soon made the camp a most undesirable place in which to live. The lions stalked their prey so stealthily that they were able to creep into the camp, seize their victim while he slept, and get away before his screams awakened his companions. Camp fires were of no use as a means of protection, for these animals became so bold that they would spring into the midst of a group of men, secure the one they seemed to have selected before making the attack, and be off before any one sufficiently recovered from the fright to sound the alarm. After the lions had killed twenty-eight Indian coolies and a score of African natives, the workmen became so frightened that they refused to remain unless they were provided with lion-proof sleeping quarters. For this reason the work on the railroad was stopped for three weeks, until Colonel Peterson had succeeded in killing the lions.—C. D. Wood, "Animals: their Relation and Use to Man"

Oral Exercise. 1. Point out as many nouns as you can in the preceding selection; as many pronouns, adjectives, verbs, adverbs,³² conjunctions, prepositions.

2. Point out the subject of each of the sentences above. Point out the predicate words in the selection; the objects of transitive verbs.

3. In sentences of your own use as subjects the words that are subjects of sentences in the preceding selection; and as predicate words and as objects the words so used above.

2. Game — *Building Sentences*

Let one of the following groups of words be put on the board. It consists, of course, of a bare subject, verb, and either object or predicate word, and is the merest skeleton of a sentence. The entire class suggests suitable modifiers for each of the essential parts. The teacher writes these on the board, each where it belongs in the sentence, so that all may see the sentence grow. As word modifiers, phrase modifiers, clause modifiers are added to subject, to verb, to object or to predicate word, the game is to see how long and interesting a sentence *within limits of good sense* the class can build. Perhaps the girls will build some sentences, the boys others. Whose are the longer? Whose are the better? ⁶¹

- | | |
|---------------------------|-------------------------------|
| 1. Boy owned dog. | 7. Book was history. |
| 2. Day was pleasant. | 8. Sister had bank account. |
| 3. Pupils have garden. | 9. Animal surprised children. |
| 4. Hunter shot wolf. | 10. Fire destroyed house. |
| 5. Girls became studious. | 11. Pupil wrote composition. |
| 6. Man saw schoolboys. | 12. Men made speeches. |

When the preceding groups of words have been made into well-rounded sentences, the pupils themselves may suggest others with which to continue the game.

3. Drill in Correct Usage

Oral Exercise. 1. Read the following sentences several times, noticing in each one both the position of the word in *italics* and the meaning of the sentence :

1. *Only* George and I were asked to read the poem.
2. George and I were asked to read *only* the poem, not the story too.
3. George and I were asked *only* to read the poem, not to memorize it too.

4. George and I were *only* asked to read the poem; we were not forced or begged or ordered to read it.

5. We walked to the north side of Central Park once *only*.

6. *Only* we walked to the north side of Central Park once.

7. We walked to the north side *only* of Central Park.

8. We *only* walked, we did not race or run, to the north side of Central Park.

9. I had *only* ten cents. *Only* I had ten cents.

10. *Only* John studied the spelling lesson. John studied *only* the spelling lesson.

2. Ask your classmates questions that contain the word *only*. Notice whether their answers, which also contain the word *only*, really answer your questions.

3. Think of what each of the following sentences means as you read it several times. Then, when you wish to express that same meaning, you will be more likely to use the correct form than some incorrect one that you sometimes hear.

1. When you come, *bring* your friend along. When you go, *take* this book with you.

2. *Can* you run an automobile? *May* I show you how to do it?

3. I *have* ten dollars. I shall *get* myself a fine camera. *Have* you one?

4. I once *got* myself a rifle, but I *have n't* much use for it.

5. Does your dog *learn* easily? How did you *teach* him?

6. Please *bring* us your book. Please *take* this note to your mother.

7. I *shall be* fourteen next month. I *will be* on time every day.

8. *Get* yourself a pocketknife if you *have* none.

9. I *have* one. I *got* it yesterday.

10. *Teach* me how to make a willow whistle. I want to *learn* how.

4. Use in interesting sentences of your own the words *bring*, *take*, *can*, *may*, *learn*, *teach*, *get*, *got*, and *have*. The class will interrupt you when it discovers a mistake. Perhaps you can make a game of this exercise.

4. Game — " *Spinning Yarns* "

Let a pupil begin to tell a story that he invents as he speaks. When he has spoken two minutes, the teacher acting as time-keeper, let him point to the pupil whom he wishes to have continue the story. This pupil in turn will make up incidents as he speaks and at the end of two minutes will point to his successor. No long pauses are permitted. Perhaps it will be a good plan to agree on a title for the story before the game begins.

5. Additional Sentences for Study

Oral Exercise. 1. Point out the adjectives, adjective phrases, and adjective clauses³² in the following sentences and tell what word each modifies:

1. Tom Walker, who was a graduate of the Webster School, politely asked a friendly neighbor for a position in his office, which was one of the largest in the city where Tom lived.

2. When this man heard Tom's application for a position he made an answer that gave Tom little hope.

3. I may give you a job when you are able to write a business letter which contains no mistakes in spelling, in punctuation, in letter form.

4. Tom, who had never paid much attention to letter writing, at once re-read his old grammar, which now, strangely enough, rapidly became a very interesting book.

5. While he was studying those chapters that gave all the rules and model letters, he also spent much time in writing all sorts of letters and correcting them.

6. Besides this, he put in the newspaper an advertisement which explained his schooling and his wishes.

7. When the next day's mail arrived, Tom received a letter which was from the very man who had discouraged him.

8. In reply Tom wrote him the most careful letter that he had written in his life.

9. He studied every sentence in it and every word and mark that might possibly be incorrect.

10. When it was finished, he copied and mailed it and waited eagerly for the reply.

11. When I was a child, I spake as a child.

12. When I became a man, I put away childish things.

13. I hear in the chamber above me

The patter of little feet,

The sound of a door that is opened,

And voices soft and sweet.

14. The moon, that once was round and full,

Is now a silver bow.

15. They stumble that run fast.

16. Smooth runs the water where the brook is deep.

17. I shall never forget the kindness that you showed me.

18. While they slept an enemy came.

19. He is well paid that is well satisfied.

20. The man who never makes mistakes never makes anything.

2. Point out the adverbs, adverb phrases, and adverb clauses, and name the word each modifies.

6. Words Sometimes Mispronounced ²⁸

Oral Exercise. 1. Pronounce each of the following words as your teacher pronounces it to you. Then read the entire list rapidly, speaking each word distinctly and correctly.

apricot

automobile

hundred

handkerchief

correspondence

subtraction

literature

reservoir

abdomen

geography

athletics

injury

Italian

genuine

illustrate

arithmetic

February

interesting

2. Use each of these words in an interesting sentence.

CHAPTER SIX

SENTENCE STRUCTURE

1. Introduction

We have already learned that a simple sentence is a sentence which consists of one subject and predicate. But many of the sentences that we use are not simple sentences. We shall now study these others and find out how their parts are put together, in order that we may be able to make good sentences when we speak or write.

Exercise. 1. Name the subject and the predicate of each of the following sentences. Which of these sentences are simple sentences? Give your reasons.

1. The stove smokes.
2. The old stove smokes badly.
3. The old stove in the kitchen always smokes badly.
4. Boys fly kites.
5. Many boys eagerly flew their large and small kites in that fine steady wind.
6. The girl became a swimmer.
7. Gradually the little girl became an expert swimmer.

2. Rewrite the sentences above, adding an adjective clause to the subject of each. Thus the following three sentences show the first sentence rewritten with three different adjective clauses modifying the subject. Draw a line under each of your adjective clauses.

The stove, *which is a very old one*, smokes.

The stove, *which my father bought long ago*, smokes.

The stove, *which has just been repaired*, smokes.

3. Read your list of seven sentences. Which contain *more than one* subject and predicate? Can these be called simple sentences? Why not? Read again the definition of a simple sentence.

4. Rewrite the sentences in the first exercise in this chapter, adding an adverb clause to the verb of each. The following three sentences show three different adverb clauses added to the verb of the first sentence. Draw a line under each of your adverb clauses.

The stove smokes *when the wind blows hard*.

The stove smokes *if you leave the drafts wide open*.

The stove smokes *although the chimney has been well cleaned*.

5. Read your list of seven sentences containing adverb clauses. Which are simple sentences? Why? Which contain *more than one* subject and predicate? Can these be called simple sentences? Why?

2. Principal and Subordinate Clauses

which usually arrives late

Exercise. 1. Does the group of words above mean anything? Does it puzzle you? Does it make complete sense? Does it have a subject and predicate?

2. Does the group of words below make complete sense? Does it have a subject and predicate?

The train was on time to-day.

Let us put these two groups of words together. Then we have the sentence:

The train *which usually arrives late* was on time to-day.

3. Which of the two parts of this sentence makes sense without the other part? Which partly depends on the other for its meaning? Which of these two parts or clauses should you call the principal clause? What might you call the other clause?

When a sentence consists of more than one clause, the clause that can stand alone and make complete sense is called the principal or independent clause. The other clause, whose meaning depends in part on the principal clause, is called the subordinate clause.

NOTE. The word *subordinate* means "inferior" or "dependent."

Exercise. 1. Combine in sentences those groups of words below that are under the same numbers.

2. In the sentences so formed which is the principal clause? Why?

1. after he had tasted it
the boy kept the candy
2. which I have long wanted to read
my father bought me a book
3. when he promised her good health
the girl obeyed the doctor's rules strictly
4. before I see you again
it will be a month
5. where the apple woman used to stand
this is the very corner

a. Adjective Clauses

Exercise. Name the principal clause in each of these sentences. Then point out the subordinate clause and tell what noun it modifies. All the subordinate clauses in these sentences are used like adjectives. They are adjective clauses.

1. The net *which was full of fish* was slowly drawn in.
2. The hut which was the home of the fisherman stood near the shore.
3. The great forest which they beheld began at the shore.
4. The forest which was full of game contained some fine trees.
5. We saw the man who had done the brave deed.

6. A little rabbit that had been hiding somewhere suddenly ran out.
7. Those boys who had cameras took pictures of it.
8. He discovered a river which only the Indians of that valley knew.
9. This is the land which formed the battle ground.
10. Everywhere they saw the signs which they had read about.

b. Adverb Clauses

Exercise. Name the principal clause in each of the following sentences. Then point out the subordinate clause and tell what verb it modifies. All the subordinate clauses in the sentences are used like adverbs. They are adverb clauses.

1. The sun was shining *when I awoke*.
2. While I stood on the dock two canoes appeared.
3. He waited until the fish bit again.
4. Although I had studied the lesson, I could not answer the question.
5. I waved the flag while the game continued.
6. The pupils planted the tree where the old flagpole had stood.
7. After the branches were lopped off, the trunk looked slender and bare.
8. The little chickens ran under cover when they heard the old hen sounding the warning call.
9. When autumn arrived these soldiers were eager to return to their homes.
10. Although business was poor, the industrious boys earned considerable money.

c. Complex Sentences

A sentence that consists of a principal clause and one or more subordinate clauses is called a complex sentence.

Exercise. Which of the following sentences are complex? Point out the subordinate clause in each of the complex sentences, and tell what word in the principal clause it modifies. Tell whether each subordinate clause is an adjective or an adverb clause, and why.

1. We saw Mt. Shasta from the car window.
2. Mt. Shasta, which we saw for several hours from our car window, is an extinct volcano.
3. When at last we saw Mt. Shasta we were not disappointed.
4. Great quantities of beef are shipped to other countries.
5. Great quantities of beef are shipped to other countries that need it.
6. The fruit that he ate daily improved his health.
7. The boy who was reading a book of adventure did not hear the whistle.
8. When we visited friends in San Francisco, we saw a Chinaman who was eating his modest meal of rice.
9. The aviator who lost his life was my friend.
10. This is the very spot where he dropped.
11. Early evening was the time when he died.
12. The girl who studied her lessons well won the prize which the teacher had offered.
13. An arrow, which was painted red, lay on the ground near the tent.
14. When Pizarro was a youth, he visited an old sailor who had been a voyager with Columbus.
15. When Pizarro reached Peru, the walls of the royal palaces where the Incas lived were structures of rough stone.

3. Complex and Compound Sentences

a. Compound Sentences

A compound sentence is one that consists of two or more independent clauses, usually connected by conjunctions.

Exercise. Which of the following sentences are simple and which are compound? Give the reason for your answer in each instance.⁵²

1. It is an interesting book.
2. I cannot read it now.
3. It is an interesting book but I cannot read it now.

4. I saw the parade.
5. I did not go to the circus.
6. I saw the parade but I did not go to the circus.
7. Fred and John were most interested in the elephants.
8. Fred saw the parade and went to the circus.
9. July and August are warm months.
10. He ran and jumped and skipped down the path.
11. Siberia is the greatest fur-producing country in the world, and its output of skins is enormous.
12. The mountain scenery around Lake Baikal is grand, its waters are of crystal clearness, and an abundance of fish lives in its cold depths.

b. Compound and Complex Sentences Distinguished Again

The first sentence in each of the following groups is compound, the second complex.

1. The weather is fine, *and* we shall drive into the country.
When the weather is fine, we shall drive into the country.
2. It is an interesting book, *but* I cannot read it now.
Although it is an interesting book, *I cannot read it now*.
3. I saw the parade, *but* I did not go to the circus.
Though I saw the parade, I did not go to the circus.

In a compound sentence each clause is able to stand alone as a complete sentence.

In a complex sentence, however, only one of the clauses can stand alone as a complete sentence.⁵³

Both kinds of sentences, as well as the simple sentence, are needed for the expression of our thoughts. In some cases the compound sentence says best what we wish to express; in others the complex sentence is most suitable; and in still others simple sentences state our thought most satisfactorily.

Exercise. 1. Make two simple sentences about a horse. Combine these so as to form (1) a compound sentence, (2) a complex sentence. Is the one as good as the other?

2. Is the following a good, sensible compound sentence?

George was reading "The Deerslayer," and he had eaten his breakfast.

3. Is the following complex sentence better?

George, who had eaten his breakfast, was reading "The Deerslayer."

Exercise. The first sentence in each of the following groups is what kind of sentence? What kind of sentence is the second in each group? Which of each pair is the better one — that is, which expresses the thought more sensibly and pointedly?

1. We are going to travel in Asia, and it is the largest continent in the world.

2. We are going to travel in Asia, which is the largest continent in the world.

3. The Chinese are our neighbors across the Pacific, and we should know about them.

4. Since the Chinese are our neighbors across the Pacific, we should know about them.

5. The strange people proved unusually interesting, and we became acquainted with them.

6. When we became acquainted with them, the strange people proved unusually interesting.

7. The principal gave the signal, and the game started.

8. When the principal gave the signal, the game started.

9. The peddler had often sold us tinware, and we never saw him after that spring.

10. Although the peddler had often sold us tinware, we never saw him after that spring.

Exercise. Make two simple sentences about each of the following persons or objects. Combine into compound sentences only those that make good sense so combined. Combine the others into complex or simple sentences, as seems to you best.

bicycle	fence	cow	boat	telephone
farmer	swing	hunter	picnic	seamstress

4. Words Omitted from Sentences⁵⁴

Frequently words are omitted from sentences when the meaning is clear without them. But in studying such sentences and the parts of which they consist, we need to supply these omitted words. Thus :

1. You are the boy I wish to see. (COMPLETED : You are the boy *whom* I wish to see.)

2. Thank you. (COMPLETED : *I* thank you.)

3. Here is the dog I bought. (COMPLETED : Here is the dog *that* I bought.)

4. He is a better football player than John. (COMPLETED : He is a better football player than John *is*.)

5. We went in single file, the guide first, Marion second, Herbert next, and little Philip and I bringing up the rear. (COMPLETED : We went in single file, the guide *going* first, Marion *going* second, etc.)

6. I am monarch of all I survey. (COMPLETED : I am monarch of all *that* I survey.)

7. To-day in school ; to-morrow to the woods. (COMPLETED : To-day *I am* in school ; to-morrow *I shall go* to the woods.)

8. Close the door. (COMPLETED : *You* close the door.)

9. Let me in. (COMPLETED : *You* let me *get* in.)

10. While there, he met his nephew. (COMPLETED : While *he was* there, he met his nephew.)

COMPOSITION — VI

1. Variety in Expression

We have learned that sometimes simple sentences **express** best what we have to say, but that sometimes compound sentences are better, and that again complex sentences may be the **best** of all. Everything depends on the thought we wish to express.

Observe the difference between the series of simple sentences below and the rewritten passage following, which **expresses** the same thoughts but in a different form.

1. There were once twenty-five tin soldiers. 2. These soldiers were brothers. 3. They had all been made out of the same old tin spoon. 4. They lay in this box. 5. The lid was taken off the box. 6. They heard something. 7. The first thing was the words, "Tin soldiers!" 8. A little boy spoke these words. 9. He clapped his hands. 10. He was happy. 11. The soldiers were his birthday present.

(a) There were once twenty-five tin soldiers. (b) They were brothers, for they had all been made out of the same old tin spoon. (c) When the lid was taken off the box in which they lay, the first thing they heard was the words, "Tin soldiers!" (d) A happy little boy, who clapped his hands, spoke these words, for the soldiers were his birthday present.

Oral Exercise. 1. How is sentence *b* formed? Examine sentence *c*, and tell how it was made. Sentence *d* is a combination of which sentences?

2. Each of the following paragraphs consists of simple sentences. Observe how choppy each series of simple sentences is. Combine these sentences so as to make smoother, better, more readable paragraphs.

1. Each soldier was exactly like the rest. One, however, was different. He had only one leg. He had been cast last of all. There had not been quite enough tin to finish him. The other soldiers stood firmly on their two legs. He stood as firmly on his one. His fortunes became very remarkable.

2. The tin soldiers had been set up on a table. Several other toys were there. One attracted most attention. It was a pretty little paper castle. It had tiny windows. Through these one could see straight into the hall.

3. Little trees stood in front of the castle. These trees clustered around a little mirror. The mirror represented a lake. Swans of wax swam on the surface of this lake. It reflected their images.

4. Evening came. The tin soldiers were put in their box. The people in the house went to bed. Now the playthings began to play. They visited. They fought battles. They gave parties. The tin soldiers rattled in their box. They wished to join the rest. They could not lift the lid.

5. The next morning came. The children got up. The one-legged tin soldier was placed on the window sill. The window was opened. The wind blew. The tin soldier fell head foremost to the street below. It was a tremendous fall. Over and over he turned in the air. At last he came to a stop. His cap and bayonet stuck fast between the paving stones. His one leg stood upright in the air.

2. More Exercises in Variety of Expression

Oral Exercise. 1. Improve the following paragraphs by combining some or all of the simple sentences in them to form compound or complex sentences:

There was once a merchant. He was very rich. He could have paved a whole street with gold. Even then he would have had enough left for a small alley. He did not do so. He knew the value of money better. He would not use it in this way. He was clever. Every shilling he put out brought him a crown. So it continued as long as he lived.

His son inherited his wealth. He lived a merry life with it. He went to a masquerade every night. He made kites out of five-pound notes. He threw pieces of gold into the sea instead of stones.

In this manner he soon lost all his money. At last hardly anything was left. A pair of slippers was left. An old dressing-gown was left. Four shillings were left. Now all his companions deserted him. They would not walk with him in the streets. One of them was very good-natured. He sent him an old trunk. He sent with it this message, "Pack up!"

"Yes," he said, "it is all very well to say 'Pack up.'" But he had nothing left to pack. He seated himself in the trunk.

It was a very wonderful trunk. If any one pressed on the lock, the trunk could fly. He shut the lid. He pressed the lock. Away flew the trunk up the chimney. He was in it. It flew right up into the clouds. The bottom of the trunk cracked. He was in great fright. He feared the trunk might fall to pieces. He would have turned a tremendous somersault over the trees. However, he arrived safely in Turkey.

2. Improve the following paragraphs. Where it seems best to combine simple sentences into compound or complex ones, do so.

It was in the afternoon. The sun was going down. A mother sat at the door of a cottage. Her little boy sat at the door of the cottage. She talked to him about the Great Stone Face. They had but to lift their eyes to see it. There it was plainly to be seen. It was miles away. The sunshine brightened all its features.

There was a family of lofty mountains. A valley was there. It was a spacious valley. It contained a thousand inhabitants. Some of these good people dwelt in log huts. These were on steep and difficult hillsides. The black forest was all around them. Others had their homes in comfortable farmhouses. They cultivated the rich soil. The soil was rich on the gentle slopes or level surfaces of the valley. There were still others. These were congregated into populous villages. Here some wild, high-land rivulet tumbled down from its birthplace. Its birthplace was in the upper mountains. This rivulet had been caught and tamed. Human cunning had caught and tamed it. It was compelled to turn the machinery of cotton factories. The inhabitants of this valley, in short, were

numerous. They were of many modes of life. Some were grown people. Some were children. All had a kind of familiarity with the Great Stone Face. Some possessed the gift of distinguishing this grand natural phenomenon more perfectly than many of their neighbors.

Written Exercise. Rewrite the preceding selection.

Correction Exercise. When you have made the preceding paragraphs as nearly perfect as you can, the original ones by Hawthorne should be copied on the board.⁶⁵ Compare Hawthorne's sentences with those above and with your own.

Group Exercise. Let us now apply to our own compositions what we have learned about the three kinds of sentences and the need there is of all three kinds. Let a number of compositions be copied on the board or read aloud slowly. Let the class examine the sentences of each. What combinations of simple sentences will improve the compositions? What compound sentences should be changed to complex? Which compound sentences should *not* be changed?

3. Story-Telling

Oral Exercise. Bring to school an interesting story that you can tell in three or four minutes — something that you know will entertain your classmates. As you tell it, bear in mind that, if you begin a number of your sentences with such words as *when*, *while*, *since*, and *although*, you will find yourself using complex sentences, which, as you know, will probably improve your speaking. The "*and*" habit is due in part to the fact that pupils do not use complex sentences when they should.

Group Exercise. With the following questions in mind let the whole class criticize each story told:

1. Was the story interesting?
2. Did the speaker use too many simple sentences made into poor compound sentences by such words as *and*, *and then*, and *so*?

4. Dramatization

THE DELFT BLUE-AND-WHITE FLOWERPOT

I distinctly remember one incident that seems to me in looking back to be the first tangible link between my own heart and my father's calm, great soul.

My father was seated on the lawn before the house, his straw hat over his eyes (it was summer), and his book on his lap. Suddenly a beautiful delft blue-and-white flowerpot, which had been set on the window sill of an upper story, fell to the ground with a crash, and the fragments spluttered up round my father's legs. But his back was turned and he was deep in his book and did not look up.

"Dear, dear!" cried my mother who was at work on the porch, "my poor flowerpot that I prized so much! Who could have done this? Mrs. Primmins! Mrs. Primmins!"

Mrs. Primmins was the housekeeper. She popped her head out of the fatal window, nodded to the summons, and came down in a trice, pale and breathless.

"Oh!" said my mother mournfully, "I would rather have lost all the plants in the greenhouse in the great blight last May — I would rather the best tea set were broken! The poor geranium I reared myself and the dear, dear flowerpot which Mr. Caxton bought for me my last birthday! That naughty child must have done this!"

Mrs. Primmins was dreadfully afraid of my father. She cast a hasty glance at him — he was beginning to show signs of attention — and cried promptly: "No ma'am, it was not the dear boy, bless him, it was I!"

"You? How could you be so careless? And you knew how I prized them both. O Mrs. Primmins!"

"Don't tell fibs, Mrs. Primmins," said a shrill voice (it was mine); "don't scold Mrs. Primmins, mamma. She did n't push out the flowerpot."

"Hush!" said the housekeeper, more frightened than ever, and looking aghast at my father, who had very deliberately taken off his hat, and was regarding the scene with serious eyes wide-awake.

"Hush! And if he did break it, ma'am, it was quite an accident; he was standing so, and he never meant it. Did you, Master Sisty (so they called me at that time)? Speak! (this in a whisper) or pa will be so angry."

"Well," said my mother, "I suppose it was an accident; take care in the future, my child. You are sorry, I see, to have grieved me. Here's a kiss."

"But really, mamma, I pushed the flowerpot out on purpose."

"Ha! and why?" said my father, walking up.

Mrs. Primmins trembled like a leaf.

"For fun!" said I, hanging my head — "just to see how you'd look papa; and that's the truth of it."

My father threw his book fifty yards off, stooped down, and caught me to his breast. "Boy," he said, "you have done wrong. You shall repair it by remembering all your life that your father was proud of having a son who spoke the truth in spite of fear. Oh! Mrs. Primmins, do not try to teach him stories like that again."

From that time I date the hour when I first felt that I loved my father, and knew that he loved me. — EDWARD BULWER LYTTON, "The Caxtons" (Adapted)

Oral Exercise. 1. Let four pupils take the parts of the father, the mother, Master Sisty, and Mrs. Primmins. Let these four each read in turn the words that are actually spoken by the person he represents. Let the pupils read as they think the persons talked.

2. Now closing books, let these four say in their own words what the four persons say in the story. Let the father be seated reading a book; imagine that a flowerpot has been pushed out of the third-story window. The mother is the first to speak; then Mrs. Primmins.

3. Let four others play⁵⁶ the story, trying to do it better than the first four. Each player should remember the following suggestions: Forget yourself and your listeners. Speak as if the

incident were actually happening now for the first time ; speak as if you were the person whose part has been given you ; make your part longer if you think it will improve the play ; and use the words that come to you as you are playing the part.

Written Exercise. After several groups of pupils have played the story, improving the play each time, you may write this play. Do not refer again to the book. You know what happens. Let your four speakers talk each in his own way, listen to them, and write the words as they speak them.

Use no quotation marks in writing plays. The following beginning will show you how to write the whole play :

THE DELFT BLUE-AND-WHITE FLOWERPOT

Mother is at work on the porch. Father is sitting on the lawn reading a book. A flowerpot is pushed out of the third-story window, but he does not hear it drop and smash.

MOTHER. (Hearing the crash) Oh ! Oh dear ! Oh dear ! what was that ? My blue-and-white flowerpot ! Who could have done this ? Primmi-i-ins ! Mrs. Primmins ! Oh, Mrs. Primmins, where are you ?

MRS. PRIMMINS. (Showing a frightened face at the third-story window) Yes, ma'am, I'm coming right down.

MOTHER. (Stepping on the lawn and picking up one of the pieces) Oh dear, oh dear ! The very flowerpot that I prized most of all ! I should rather lose all my flowers, my entire tea set, than this dear, dear flowerpot which etc., etc.

5. Reporting Conversations

People, young and old, are talking nearly all the time. You hear them in school, in the school yard, on the street, in the stores, and at home. It is interesting, too, to hear them talk. Do you not often listen, and report at home or to friends what you have heard ?

Written Exercise. Report an actual conversation as accurately as your memory will permit. Write it as if it were a part of a play—without quotation marks and in the form you used in writing plays. It would be a good plan if, like a newspaper reporter, you went in search of an interesting conversation. Listen to what is being said on the street, in the stores and street cars, at the station, and report the very words each speaker used. Perhaps the following short report of a conversation will help you :

A CONVERSATION BETWEEN TWO BOYS ON THEIR
WAY TO SCHOOL

FRED. Hello, Tom. Have you written out your English yet?

TOM. You mean that conversation we have to report?

FRED. Yes.

TOM. (Chuckling and eyeing Fred mysteriously) I'm going to have a funny one. (After a moment's pause) Some people may not think it so funny. (After another pause, during which Fred looks at him questioningly) I'll tell you, Fred—but you must not let a soul know this—I'm going to report a conversation that really happened.

FRED. (Interrupting) Well, that's just what mine is. That's just what Miss Conklin wanted us to do.

TOM. Yes, I know. But mine is different. (Confidentially) You know, last night I heard two girls talking—Janet Smith and Sue Peterson—and you know they called Miss Conklin all sorts of names, just because she made them give up those back seats where they were having so much fun. Well, I listened to every word they said, and when I got home I wrote it out. (He takes a paper out of his pocket) And here it is! Won't that be a good one?

FRED. (Laughing at first, then looking serious and talking doubtfully) They'll call you a tattletale if you show that to Miss Conklin.

TOM. (A little surprised at the new thought but trying to appear indifferent) Oh, I don't care. Would you? It's what she wanted—a real conversation.

FRED. I don't believe I'd show it.

(Other boys coming up bring the conversation to a close)

6. Inventing Conversations

Group Exercise. The class may be divided into groups of five or six pupils each. Let them read the following brief outline of a story and imagine the conversation for it. Then let several groups of pupils play the story before the class. The class will criticize and make suggestions after each play.

Two boys once discussed going off for a day's good time instead of attending school. They talked over many plans and at last decided to go fishing. Early next morning on their way to the river they met a tramp going in the same direction. In the course of the conversation that followed, the boys told him what they were doing. The tramp, greatly amused, then explained that when he was a boy he used to do exactly the same thing. At a crossroad boys and tramp parted company. As the boys walked on in silence, the thought gradually became clearer in their minds that by playing truant they were preparing themselves to be tramps rather than useful men. After a short discussion, they decided to give up the fishing trip and hurry to school. They arrived breathless, just as the last bell was ringing.

Group Exercise. Make up the conversation⁵⁷ for one or more of the following situations :

1. Two boys are discussing what they mean to be and do when they are grown up. Each explains his own ambition, asks questions about the other's, and gives his opinion of his friend's views.

2. Two girls are discussing what they mean to do when they are grown up. Each thinks the other is unwise in her wishes and plans, and says so. Each defends herself.

3. A boy and a girl are discussing the question of whether there should be examinations at the end of the school year. They take opposite sides, each stating his views with a good deal of emphasis.

4. You are applying for a summer position. You are in the manager's office and talking with him. You are explaining what you want and what you can do, and the manager is asking searching questions to find out whether you could fill the position.

5. You are looking for a house to rent. Your mother has sent you down town to see a real-estate man. You are in his office explaining what kind of house your mother wishes. The real-estate man asks questions and tells of houses which he has to rent.

7. Original Dramatization

Group Exercise. Let the class be divided into groups of four or five pupils. Let each group plan a little play; it need not be longer than the play of the delft blue-and-white flowerpot. Let the pupils of each group make up a story of their own; or, if they cannot do that, let them make over some story they have read, changing it as much as they can; then let them play it.

8. Letter Writing

Written Exercise. Would it not be a good plan to invite your parents and friends to school some afternoon to hear these little plays? It would please them to receive a letter of invitation.⁵⁸ Write this letter.

9. A Public Debate

a. Planning the Debate

Oral Exercise. It is proposed that the class hold a public debate on some subject that is of interest to all school children as well as to their parents. Does this appeal to you and have you any ideas for carrying out such a proposal? Where and when shall the debate be held, who shall be the debaters, what shall be the question debated, who shall be the judges? Think the whole matter over; then in a talk of two or three minutes explain your plan to the class. If you think you have hit upon a particularly good one, try to persuade the class to adopt it. Perhaps the debate would be most enjoyed if it were between

two different classes or schools. Would the following question be more interesting than any other that has been suggested: *Should the summer vacation be made longer?*⁵⁹

b. Letter Writing: the Challenge and Invitations

If the plan is to debate with another class, perhaps from another school, a letter needs to be written that will explain this.



THE DEBATE

Written Exercise. Let each pupil write a letter to the pupils of the other class, challenging them to a debate. This letter, which will not differ in form from an ordinary letter, should explain the proposed plan in clear and simple language, and invite the other class to attend a meeting for the discussion of the matter.

Group Exercise. When these letters have been written, they should be read to the class. The class should then decide which are the best three or four, and these should then be copied on

the board, or re-read aloud slowly, for criticism in detail. The best of these should be sent to the other class.

Written Exercise. When the day for the debate has been set, it will be time for you to send letters of invitation to those whom you would like to have present at the occasion. Write these, but do not copy them until you have re-read them with your list of critical questions before you.⁵⁰

c. The Debate Itself

In a debate the speakers that favor answering the question with a *Yes* are said to take the affirmative side, while those who would answer the question with a *No* are called the negative side. Each side is usually represented by two speakers.

The first speaker on the affirmative side opens the debate; he is followed by the first speaker on the negative side. Then the second speaker on the affirmative takes up the discussion, followed by the second speaker for the negative. Usually the first speaker on the affirmative is allowed a few minutes in which to close the debate.

Then the judge or judges, or perhaps the entire audience, as has been agreed beforehand, decides as wisely and fairly as it can which side has presented the better arguments.

In preparing for the debate the class would do well to have several class discussions or preliminary debates on the same question.

Oral Exercise. Think the question over carefully, perhaps talking it over with your parents; then, arranging your ideas in a brief outline, state them to your classmates as clearly and convincingly as you can.

Group Exercise. The class will criticize each speaker, pointing out mistakes in English. When pupils have spoken, the class may decide by vote which ones are to represent it at the public debate.

Oral Exercise. The public debate will not differ greatly from the preliminary debates except that there will be a larger audience. State your arguments with clearness and force, so that the audience may understand them and may be convinced that you are right.

d. Writing an Account for the Newspaper

Written Exercise. Write an account of the debate for a newspaper. Such an account should be both brief and interesting. It should omit no important facts, and should state these exactly. The readers of the newspaper will want to know what question was discussed, who the speakers for each side were and where they live, what the outcome of the debate was, and whether many visitors attended. Tell also whether the room or hall was decorated. Any incident connected with the occasion that will make interesting news and any arguments that impressed the audience should be carefully reported. In a word, this account for the newspaper is nothing more than the best composition you can write about the event.

Group Exercise. Of course this account must be without error. Several pupils' accounts should be put on the board or read aloud slowly for the usual sentence-by-sentence criticism, so that the best one may be selected for mailing to the newspaper.

10. Capitals and Punctuation Marks

1. The comma is often used to separate the subordinate clause in a complex sentence from the main clause. Thus :

When the bugle blew, the boy scouts leaped to their feet.
I shall go with you, if I may.

2. The comma is generally used to separate the clauses of a compound sentence. Thus :

The day was fine, but the roads were still muddy.

I understood him perfectly, and he understood me perfectly.

3. The semicolon (;) is sometimes used to separate the clauses of a compound sentence, particularly if one or more of them contain commas. Thus :

Columbus, hoping for better success in Spain, left Portugal ; but his wishes were gratified only with difficulty even in Spain.

Written Exercise. Find the preceding three rules in the Appendix ¹⁴ and write a sentence illustrating each. Refer to the preceding sentences that illustrate these rules, if you find it difficult to write the sentences.

Dictation Exercise. Without preparation, write from dictation a passage selected by your teacher from the reading book. After you have re-read what you have written, the teacher will tell you where to find the passage. Compare your writing with it and correct mistakes. If in any instance you cannot understand why the book is right and you are wrong, ask your teacher to tell you what rule applies.

Group Exercise. Let each pupil bring to class a humorous anecdote, preferably one that contains conversation. Suitable ones may be found in newspapers and in the weekly and monthly periodicals. They must be short. Each pupil should read his selection carefully before class begins, so as to be able to write it on the board without error. During the first few minutes of the class period let every pupil write his anecdote. Then let the class read each one critically and point out errors, particularly errors in the writing of capitals and in punctuation marks.⁶⁰

REVIEW AND DRILL — VI

1. Grammar Review

A throng of bearded men in sad-colored garments and gray steeple-crowned hats, intermixed with women, some wearing hoods and others bareheaded, was assembled in front of a wooden edifice, the door of which was heavily timbered with oak and studded with iron spikes.

Before this ugly edifice, the jail of the settlement, and on one side of the portal, was a rosebush, covered, in this month of June, with its delicate gems, which might be imagined to offer their fragrance and fragile beauty to the prisoner as he went in, and to the condemned criminal as he came forth to his doom, in token that the deep heart of Nature could pity and be kind to him. — NATHANIEL HAWTHORNE, "The Scarlet Letter" (Adapted)

Oral Exercise. Find as many nouns in the preceding selection as you can; as many pronouns; adjectives⁸²; verbs; adverbs; conjunctions; prepositions.

2. Drill in Correct Usage

Oral Exercise. 1. Read repeatedly the following correct sentences, first alone, then with groups of your classmates, and finally with the whole class:

1. They saw us. They have seen us before. I saw them.
2. Have you ever seen this book? He has seen it.
3. I had seen him twice before he saw me. It was he.
4. I saw him, you saw him, he saw us, we saw them.
5. The teacher taught the child. The child learned easily.
6. Teach me that game. I can learn the tricks.
7. Then I can teach my brother what I have learned from you.

8. We shall go to town. We went last week.
9. We have gone to town once a week this winter. Have you?
10. After they had gone, I went to the library to read.

2. Ask a classmate a question containing one of the verbs above. If his answer shows the correct use of the verb, he in turn — as in a game — may question a classmate. And so on, until every verb in the preceding sentences has been used several times and every pupil has asked and answered several questions.

3. Game — *Building Sentences*

The following groups of words are material for the game of building sentences described on page 124 :⁶¹

- | | |
|------------------------------|-------------------------------|
| 1. Words astonished teacher. | 11. Explorers showed courage. |
| 2. Child took piece. | 12. Indians seemed friendly. |
| 3. Father tried plan. | 13. Posters were uglier. |
| 4. Accident hurt friend. | 14. Heat was excessive. |
| 5. Pupil found answer. | 15. Knives cut way. |
| 6. Woman called girls. | 16. Natives knew trails. |
| 7. House seemed newer. | 17. Insects made trouble. |
| 8. Man was healthy. | 18. Scout discovered tents. |
| 9. People expected much. | 19. Squaws wove blankets. |
| 10. Scissors proved dull. | 20. Boys tied horses. |

4. Words Sometimes Mispronounced

Oral Exercise. Repeat the following words as your teacher pronounces them to you. Then use them in sentences.

address	library	photographer
because	machinery	photograph
attacked	grocery	vaudeville
umbrella	history	genuine
hammock	cemetery	nothing
contrary	deaf	something

5. Additional Sentences for Study

Oral Exercise. Point out the clauses in the following sentences, telling what kind each is and why you think so :

1. An open carriage which whirled through Main Street conveyed the old man to the house that belonged to his son.

2. When Christmas comes again, we shall all be happy in a country where there is no frost and no snow.

3. The merry cousin of our friend roared out some songs that put us all in the best of humor.

4. All eyes were fixed on a small sailboat which seemed to be manned by three happy Italians who knew nothing about managing it.

5. He undoubtedly was the man who had discovered the aëroplane.

6. The good doctor, who had saved many a life, could not save himself when that dreadful disease seized him.

7. The newspaper that had published the foolish report admitted its mistake.

8. The faithful dog, that sat facing his sleeping master, suddenly bristled and set up a howl which echoed and reëchoed through the dark woods.

9. Benjamin Franklin, who was born in Boston, went to Philadelphia when he was a boy.

10. The long railroad bridge, which had been officially declared safe, fell with a terrific crash when the heavy freight car was rolled upon it.

11. When Henry Clay was four years old, his father died.

12. Mrs. Clay, who had found it hard to care for her family before, now found it doubly so.

13. When the harvest had been gathered, Henry was often seen riding to mill with a sack of corn across the horse's back behind him.

14. Judge Wythe, who was a famous lawyer of that time, was attracted by young Clay's ability and industry.

15. When Webster arose to speak, he commanded instant attention.

16. His voice, which was deep and wonderfully modulated, thrilled his hearers.

17. Those who saw him were awed by his presence.

18. The same year that saw the birth of Webster marked also the coming of John C. Calhoun.

19. There was no chance for the boy to go to school, but when he was thirteen he spent a year in the family of an older sister who secured books for him.

20. Four times the sun had risen and set ; and now on the fifth day
Cheerily called the cock to the sleeping maids of the farmhouse.

6. Game—*Holding Conversations*

The pupils are paired off. Subjects for conversations are written upon slips of paper, one slip for each two pupils. In turn⁸² each pair draws a slip, reads the subject on it, and then—standing before the class—carries on a rapid conversation about it for two minutes. The following are some suggestions for conversation subjects :

1. Recent Bad Accidents : Safety First
2. The Best Stores in Town
3. The Last Girls' Party and the Next One
4. The Condition of the Streets near the School
5. The Value of the Study of Geography
6. A Conversation between a Policeman and a Chauffeur
7. A Conversation between a Street-Car Conductor and a Motorman
8. A Conversation between the Principal of the School and the Janitor
9. A Conversation between an Old Sailor and an Old Farmer
10. A Conversation between a Rich Woman and a Poor One
11. Ought the Class to Have an Extra Holiday ?
12. Getting Up Early in the Morning
13. The Drudgery of Washing Dishes
14. A Conversation between a Grocer and a Customer
15. A Conversation between Santa Claus and the Teacher

CHAPTER SEVEN

NOUNS ^{as}

1. Introduction

Dictation Exercise. Without preparation write the following sentences from dictation :

1. The men from Spain drove the horses, ponies, cows, and calves to Tom Carrolton's ranch.
2. Do you know how to spell such nouns as *turkeys*, *chimneys*, *ladies*, *berries*, *pianos*, *potatoes*, *heroes* ?
3. That horse's hoofs left clear marks in the soft ground.
4. Those horses' hoofs are larger than this horse's hoofs.
5. The Japanese bought candles at Jones's Five and Ten Cent Store.
6. Ladies' hats, as well as children's dresses, were for sale at that store.
7. The man's coat hung in the men's room.
8. Those Englishmen visited many cities in America.

Correction Exercise. Compare your sentences with those above and correct your mistakes. Are there many ? Did you begin the words *Spain* and *Japanese* with capital letters ? Do you know why they should begin with capitals ? *Turkey* and *berry* both end with the letter *y* ; but *turkeys* ends with *eys* and *berries* with *ies*. Do you know why ? Do you know why one of the two apostrophes in the fourth sentence precedes the letter *s* and why the other follows the letter *s* ? If you have made mistakes in writing the nouns in the sentences above, and if you cannot answer correctly these questions about some of them, you will be interested in this chapter. It will tell you much about nouns that you need to know in order to write without mistakes.

2. Common and Proper Nouns

1. The *continent* of which she spoke is *Africa*.
2. The *city* in which I live is *Chicago*.

Exercise. 1. In the preceding sentences read the words in italics and tell which are nouns.

2. Give the names of several cities. As you know, there are thousands of cities in the world. *Chicago* is a special name given to one of these to distinguish it from all the others.

3. Which of the two nouns, *continent* or *Africa*, is the name of a particular body of land? Which may apply equally well to any one of half a dozen bodies of land?

We see, then, that there are two kinds of nouns: (1) those, like *city*, *continent*, *month*, *man*, that apply to any one of a whole class of objects; and (2) those, like *Chicago*, *Africa*, *January*, *Lincoln*, that are the special names of particular objects — persons, places, or things.

Exercise. Separate the following nouns into two groups, the one containing the names that distinguish certain persons, places, or things from all others of their class, the other containing names that are held in common by all persons, places, or things of a class:

dog	river	October	Italy	conductor
Rover	Hudson	month	messenger	Jenkins
boy	Millet	general	teacher	ship
Martin	painter	Napoleon	pupil	war
America	Louisiana	state	country	Mayflower
inventor	Edison	spy	Harvey Birch	Revolution

A proper noun is the name of a particular person, place, or thing.

The following are examples of proper nouns. Observe that every proper noun begins with a capital letter.

Tom	Boston	Canada
Frank	Seattle	Germany
Nellie	Grant	France
Harriet	Washington	Peru
Columbus	Cortés	Pizarro

The following groups of words are examples of proper nouns :

Benjamin Franklin	New York Times	Pine Street
North America	La Salle Hotel	Lake Michigan
Robinson Crusoe	Brooklyn Bridge	Panama Canal
Fort Sumter	Princess Theater	Grant Square
Union Pacific	Garfield School	Harvard University
Central Park	Union Station	The Daily News

Exercise. For each proper noun in the lists above give another noun that names the whole class to which the particular person, place, or thing belongs. Thus :

Tom is a proper noun ; but *boy* is a noun that applies not only to Tom but also to all other persons of that class.

Peru is a proper noun ; but *country* is a noun that includes not only Peru but also any and all other places of that kind or class.

A common noun is a general name that may be applied to any one or to all of a whole class of persons, places, or things.

The following are examples of common nouns :

grocer	queen	carpenter	railroad	mountain
newspaper	cow	river	street	church
day	horse	state	book	school
holiday	girl	continent	magazine	building
month	woman	ocean	desert	poem

The following are examples of groups of words which we may call compound nouns :

brother-in-law	book agent	jack-in-the-pulpit
commander in chief	editor in chief	singing teacher
insurance company	man-of-war	table-land

Exercise. For each common noun above give several proper nouns. Thus :

The word *newspaper* is a common noun ; but *New York Tribune*, *Louisville Courier-Journal*, *Seattle Intelligencer* are the special names of particular newspapers. These names are proper nouns.

A proper noun should begin with a capital letter.

3. Number

Exercise. Which of the following nouns mean only one ? Which mean more than one ?

boy	house	man	child
boys	houses	men	children

We see that nouns have one form when they mean only one, and another form when they denote more than one.

The **singular number** of a noun is the form that denotes only one ; as *boy*, *girl*, *man*, *woman*.

The **plural number** of a noun is the form that denotes more than one ; as *boys*, *girls*, *men*, *women*.

a. The Plural Number of Most Nouns

Exercise. 1. Give the number of each of the following nouns :

door	turkey	pen	soldiers	book	box
doors	turkeys	pens	pupils	books	boxes
horse	pencil	roofs	sailors	hat	store
horses	pencils	lamps	carpenters	hats	stores

2. Do you see how the plural number of most of these nouns is formed ?

Most nouns form their plural by adding *s* to the singular.

Thus :

teacher	house	apple	desk	shoe	monkey
teachers	houses	apples	desks	shoes	monkeys

b. Nouns Ending with the Sound s, sh, ch, or x

Exercise. 1. Give the plural of the following nouns :

stitch	church	birch	grass	lass	tax
box	latch	batch	dish	wish	compass

2. What did you add to the singular to make the plural ? Can you tell why you added *es* instead of the usual *s* ? Add *s* to some of the words and see whether you can pronounce them easily.

Some nouns end in the singular with some such sound as *s*, *sh*, *ch*, *x* that will not unite easily with *s*. These form their plural by adding *es* to the singular. Thus :

guess	mattress	radish	peach	watch	ax
guesses	mattresses	radishes	peaches	watches	axes

c. Nouns Ending in y

Some nouns ending in *y* are a little irregular in forming the plural.

Nouns ending in *y*, preceded by a vowel, form their plural like most nouns by adding *s* to the singular. Thus :

donkey	key	play	attorney	toy	essay
donkeys	keys	plays	attorneys	toys	essays

But nouns ending in *y*, preceded by a consonant, form their plural by changing the *y* to *i* and adding *es*. Thus :

remedy	baby	story	army	reply	pony
remedies	babies	stories	armies	replies	ponies

d. Nouns Ending with the Sound of f

Most nouns ending with the sound of *f* are regular. Thus :

hoof	roof	cliff	scarf	chief	safe
hoofs	roofs	cliffs	scarfs	chiefs	safes

But some form their plural by changing the *f* or *fe* to *v* and adding *es*. Thus :

calf	life	leaf	half	knife	wife
calves	lives	leaves	halves	knives	wives
loaf	thief	sheaf	wolf	shelf	self
loaves	thieves	sheaves	wolves	shelves	selves

e. Nouns Ending in o

Most nouns ending in *o* are regular, adding only *s* to form the plural. Thus :

piano	solo	portfolio	alto	dynamo	lasso
pianos	solos	portfolios	altos	dynamos	lassos

But some form their plural by adding *es*. Thus :

hero	potato	tomato	echo	negro	veto
heroes	potatoes	tomatoes	echoes	negroes	vetoed

f. Some Irregular Plurals

A few common words form their plural without *s*. Thus :

man	woman	child	ox	tooth	goose	foot	mouse
men	women	children	oxen	teeth	geese	feet	mice

Some nouns have the same form in the plural as in the singular. The most common among these are the following :

deer	sheep	trout	swine	salmon
corps	Chinese	Japanese	Portuguese	Iroquois

Some nouns are used only in the plural. Among these the most common are the following :

ashes	measles	mumps	scissors	shears
trousers	spectacles	victuals	vitals	oats
goods	athletics	billiards	riches	tidings

The nouns *news*, *politics*, *mathematics*, *physics*, *athletics* are always plural in form, but they are singular in meaning.

The singular form of some nouns often has a plural meaning. These are nouns that denote collections of individuals, such as the following words :

group	crowd	swarm	herd	troop	tribe
pack	squad	regiment	sheaf	family	crew
club	flock	multitude	jury	gang	band
horde	pair	couple	mob	society	fleet

Most proper nouns form their plurals after the manner of common nouns. When a title precedes the proper name, either the title or the name may be made plural. But the title *Mrs.* cannot be made plural. Thus :

Mr. Brown : the Mr. Browns or the Messrs. Brown, or Messrs. Brown.

Mrs. Brown : the Mrs. Browns ; the Mrs. Brown, Jones, and Smith.

Miss Brown : the Miss Browns or the Misses Brown.

Dr. Kellogg : the Dr. Kelloggs or the Drs. Kellogg.

General Lee, General Grant : Generals Lee and Grant.

Compound nouns usually form their plurals by making the last part of the compound plural ; but sometimes the first part and sometimes both parts are made plural. Thus :

apple trees	forget-me-nots	Englishmen	men servants
grapevines	mothers-in-law	candlesticks	women servants
men-of-war	commanders in chief	hangers-on	Knights Templars

Exercise. Write the plural of each of the following nouns.⁶⁴
Consult the dictionary if necessary.

lesson	fly	piano	looker-on
week	toy	salmon	lily
day	boy	sheep	attorney
loss	wolf	dish pan	attorney at law
blush	chief	house cat	brother-in-law

4. Gender⁶⁵

Exercise. Arrange the following nouns in two lists—the one containing the nouns that denote males, the other containing the nouns that denote females :

Joseph, Josephine, king, queen, father, uncle, mare, cow, gander, goose, lioness, heir, prince, heiress, princess, mother, brother, tree, house, tigress, heroine, daughter, hero, wagon, tiger, bachelor.

Some nouns denote males, some females, and others (like *tree, house, wagon*) indicate no sex at all.

A noun which denotes a male is of the **masculine gender**.

Thus, the words *boy, man, lad, grandfather, monk, tiger, horse* are of the masculine gender.

A noun which denotes a female is of the **feminine gender**.

Thus, the words *girl, woman, lass, grandmother, nun, tigress, mare* are of the feminine gender.

A noun denoting a thing without sex is of the **neuter gender**.

Thus, the words *tree, wagon, wheel, railway, fence, money* are of the neuter gender.

NOTE. The word *neuter* means "neither." Hence neuter gender means *neither* masculine nor feminine.

Sometimes it is not possible to tell whether a word denotes a male or a female. It may denote either, and only its use in a sentence can make clear what its gender is. Thus :

My *playmate* is coming to-day. (Gender of *playmate* is either masculine or feminine in this sentence.)

He is a *playmate*. (Here *playmate* is clearly of the masculine gender.)

She is my *playmate*. (Here *playmate* is feminine.)

Some examples of such nouns are the following : *child, baby, puppy, parent, physician, clerk, teacher, writer, helper, stenographer.*

5. The Possessive Form

Exercise. 1. Read these sentences, paying special attention to the nouns in italics :

Frank's little brother was riding *Mary's* pony.

The *boy's* rowboat was far out from shore.

2. What is the name of the boy in the first sentence ? In the sentence the name *Frank* is changed a little. What is added to it ? Read the first sentence, but omit the 's from the name of the boy and also from the name of the girl. Does the 's add anything to the meaning of the sentence ? What does it tell ?

3. Whose rowboat is mentioned in the second sentence ? Read the sentence without the 's that is added to the noun *boy*. Can you still tell that the rowboat belongs to the boy ?

When we wish to make a noun express ownership we need to change its form a little. The form we use to denote ownership or possession is called the **possessive form**.⁶⁶

The possessive form of most nouns has the ending 's. Thus :

Frank's book, boy's kite, man's hat, girl's muff, dog's dinner, Mr. Brown's offices, James's father, Thomas's automobile, children's clothing, men's hats, women's waiting room.

The possessive form of those plural nouns that end in *s* is made by adding an apostrophe after the *s*. Thus :

the horses' hoofs
the boys' games
ladies' coats and gowns

Exercise. Write the possessive form of each of the following nouns, and use that form in a sentence :

lad	James	teacher	ox
lads	child	teachers	oxen
girl	children	Indian	lady
girls	eagle	Indians	ladies
bird	carpenter	brother	fox
birds	carpenters	brothers	foxes
man	angel	woman	Mr. Jones
men	angels	women	thieves

The possessive form of compound nouns in the singular number, and of phrases used as nouns, is made by adding the ending '*s*'. Thus :

His brother-in-law's car is waiting for us.
The commander in chief's horse was pawing the ground.
I have the insurance company's letter.
William the Conqueror's reign began in 1066,
Mrs. George H. Brown's automobile stood in the garage.
The boys saw the Knights Templars' parade.
He heard of his father-in-law's good fortune.

Exercise. Write sentences containing the following possessives :

lady's	widow's	gentlemen's	sister-in-law's
ladies'	countess's	gentleman's	major general's
men's	countesses'	cousin's	soldiers'
city's	pupils'	cousins'	enemies'
cities'	pupil's	sheep's	enemy's

6. The Uses of Nouns in Sentences⁶⁷

Exercise. 1. In the following sentences pick out the nouns that are used as subjects :

1. Lincoln was president during that terrible war.
2. The soldiers shot the spy.
3. Grant stood on the hill before his tent.
4. The boy was a brave lad.
5. General Lee's message lay on the table.

2. Pick out the nouns that are used as predicate words ; those that are objects of verbs ; those that are objects of prepositions ; the noun that is used as a possessive.

Exercise. In what way is the noun *apple* used in each of the following sentences ?

1. The apple was placed on the little boy's head.
2. The target was an apple placed on the little boy's head.
3. William Tell's arrow hit the apple.
4. The arrow went right through the apple.
5. Tell's arrow went straight through the apple's center.

We see in the sentences above that a noun may be used (1) as the subject of a verb ; (2) as the predicate word ; (3) as the object of a verb ; (4) as the object of a preposition ; and (5) as a possessive.

Exercise. Write sentences illustrating these five uses of nouns, three sentences for each use.

There are other uses of nouns in sentences, and one of these we now proceed to study.

Nouns used as Indirect Objects

Exercise. 1. Read the following sentences carefully and in each one point out the object of the verb :

1. He gave the teacher the book.
2. He gave the book to the teacher.
3. She sent a present to her brother.
4. She sent her brother a present.
5. The mother wrote her son a letter.
6. The mother wrote a letter to her son.

2. Read the first sentence without the noun *teacher*. Does *He gave the book* seem complete? Does it at once suggest the question, *To whom* did he give the book?

Some verbs require a second object to help them make a complete sentence. Thus, when we *give* we must not only give *something* (this, as we already know, is the object of the verb) but we must also give that something *to somebody*. When we *tell* or *send* or *sell* or *pay*, we not only tell, send, sell, pay something (this is the object of the verb) but we also tell, send, sell, pay that something *to somebody*. This somebody — that is, the noun that names this somebody — is called the indirect object of the verb.

The indirect object of a verb is the word that denotes the person or thing *to* or *for* whom something is done.

It is always possible to insert the preposition *to* or the preposition *for* before the indirect object without changing the meaning of the sentence.

Exercise. 1. Read again the six sentences at the beginning of this section. Point out the six objects,⁶⁸ the three indirect objects, and the three prepositional phrases that take the places of the indirect objects.

2. Point out the objects and the indirect objects in the sentences that follow :

1. He should have told the men this story.
2. My father brought my brother some books from England.

3. I handed the letter carrier the parcel.
4. Show the boy the lesson.
5. Did you write your sister a letter yesterday?
6. He will teach those children arithmetic.
7. The farmer might sell those strangers some potatoes.
8. Lend your brother your pencil.
9. The company paid the men and the women five thousand dollars.
10. The catcher threw the pitcher a brand-new ball.

7. Sentence Study and Review of Nouns ⁴⁸

Exercise. 1. What kind of sentence is each of the following?

1. At noon our party assembled in the forest, through the depths of which ran a little brook.
 2. We were two men, two women, and five children.
 3. Our shady nook was now the sunniest place in the neighborhood.
 4. Each of us told the children a story.
 5. Grandfather talked about Roger Williams and told the children several interesting particulars.
 6. One incident must be related because it will give the reader an idea of the opinions and feeling of the first settlers of New England.
 7. He did not keep possession of the chair long.
 8. The wise men of those days believed that the country could not be safe unless all the inhabitants thought alike.
 9. The wilderness was wide; so Roger Williams took his staff and traveled into the forest and made treaties with the Indians and began a plantation.
 10. Here he founded the city of Providence.
-
2. In the simple sentences point out the subject and the verb of each and their modifiers.
 3. In the compound and complex sentences point out the subject and the verb of each clause and their modifiers.
 4. Explain the use of every noun in its sentence.

5. Study the following sentences as you did the foregoing :

1. At last the great day of the festival arrived, and many thousands of warriors and monarchs and pilgrims thronged to the amphitheater where the contest was to be held.

2. Here platforms received the vast crowds that roared like the sea.

3. The windows were covered with a network of gold, and the walls were set with diamonds and precious stones.

4. The stairs were easy of ascent, and the floors were covered with costly carpets.

5. The rooms were adorned with wreaths and garlands of flowers, and made fragrant with spices.

6. We took a trip on the longest railway in the world.

7. It stretches eastward from Moscow over the Ural Mountains and thence entirely across the largest country of Asia to the Pacific Ocean.

8. This ribbon of steel would reach from San Francisco across the United States and nearly to Liverpool.

9. If on a map of Siberia you placed a map of the United States, so wide a margin would be left around it that you would have nearly room enough for all the countries of Europe except Russia.

10. Most of Russia is a vast plain which, though very useful for agriculture, is almost entirely lacking in mineral wealth.

11. Can you imagine a prison larger than the whole United States?

12. There was once a time when thieves and murderers, people whom the Russian government feared, drunkards and vagabonds who were a nuisance in their communities, were sentenced to Siberia.

13. Hundreds of thousands of respectable Russian peasants once settled in Siberia, and the government helped them in many ways.

14. These peasants went to the most fertile parts of the country; large areas of land were given them; and they were furnished, at very low prices and with long terms of credit, with seeds and tools, cattle and horses.

15. Some went by railroad, some by water, and some overland by the great post road which stretches entirely across Siberia.

6. Explain the use of each noun in the preceding sentences.

COMPOSITION⁶⁹—VII

1. Letter Writing

Washington Irving, whom you know as the author of "Rip Van Winkle" and the "Legend of Sleepy Hollow," spent most of his later life near Tarrytown, on the Hudson, at a pleasant country place which he called Sunnyside. While he lived in Madrid, where he went as our minister to Spain, he wrote interesting letters to a little girl who lived at Sunnyside, telling her of the court life at the Spanish capital, of the queen, and of Spain itself and its beautiful province of Andalusia.

When Irving wrote the following letter to his little friend Kate, at Sunnyside, he could hardly have guessed that seventy-five years later you would be reading it and enjoying its pleasant humor :

A LETTER FROM IRVING TO A LITTLE GIRL

Madrid, Spain

November 15, 1842

My dear Kate :

Your letter of October first reached me a few days since, and gave me a very sunshiny account of affairs at pleasant little Sunnyside. I thus enjoy, by reflection, the bright days which pass at that brightest of little homes.

My present home is enlivened by the return of some travelers from their tour in Andalusia, which has been a very satisfactory one, excepting that they have not been robbed, at which they appear rather disappointed, an adventure with robbers being looked upon as essential to the interest and romance of a tour in Spain.

You seem to pity the poor Queen, shut up with her sister, like two princesses in a fairy tale, in a great, grand, dreary palace and "wonder whether she would not like to change her situation for a nice little cottage on the Hudson." Perhaps she would, Kate, if she knew anything of the gayeties of cottage life; if she had ever been with us at a picnic or sung in the Tarrytown choir. But, poor thing, she would not know how to set about enjoying herself. She would never think of appearing at church without a whole train of maids of honor, nor drive through Sleepy Hollow except in a coach and six, with a cloud of dust and a troop of horsemen in glittering armor. So I think, Kate, we must be content with pitying her and leaving her in ignorance of the good times she can never enjoy.

Affectionately yours,

Washington Irving

Oral Exercise. 1. What did you enjoy most in Irving's sunny letter?⁷⁰

2. What words seem particularly well chosen? Try to suggest several other nouns for each one in the letter.

3. What is the main thought of each paragraph?

Written Exercise. Think of the most enjoyable time you ever had in your life. Write the class a letter telling about it. Make an outline before beginning to write, to help you paragraph properly. Make this letter give the class a clear and full story of your good time. It will be very interesting to hear these letters read.

Group Exercise. Several pupils' letters should now be copied neatly on the board. The entire class will read these carefully, and suggest improvements wherever they seem to be needed. The following questions cover the important points. They are to be answered, one at a time, as the letters on the board are studied.⁸⁵ When these letters have been corrected and improved, other letters should be treated in the same way or read slowly to the class, which will ask questions at the end of each sentence. Much may be learned from these class criticisms.⁷¹

1. What is particularly interesting in this letter?
2. Are the heading, greeting, and ending correctly written and punctuated?
3. Is the body of the letter correctly separated into paragraphs?
4. Does every sentence begin with a capital letter and end with the proper punctuation mark?
5. Is the meaning of every sentence clear?
6. Should any two or three simple sentences be combined, or any of the compound sentences be changed to complex sentences?
7. Can the English in any sentence be improved?
8. Does each proper noun begin with a capital letter?
9. Are all plural nouns correctly written?
10. Are all the possessive forms of nouns correctly written?
11. Are there any mistakes in spelling?
12. Are there any mistakes in punctuation?
13. Can you suggest better words for some of those used by the writer?

2. Business Letters

Written Exercise. Write a short business letter. Let it be about some subject of your own choosing. If you have difficulty in deciding what to write about, perhaps the following paragraphs will help you. If your class is divided into two groups, the pupils of one of these groups may write one or more of the letters suggested below, the pupils of the other group writing the answers. A class post office and postmaster would be of use in this exchange of letters.

1. You have left your umbrella on a street car. Write to the main office of the street-car company, describe your umbrella, tell as nearly as you can at what time you were on the car, and ask the company to let you know whether it has been found.
2. Write an order to a poultry farm for a setting of eggs.
3. Write to a mail-order house, asking whether you can buy from them the materials for a canoe that you wish to make.

4. Write to a dealer in stamps. You wish to buy some and you wish to sell your duplicates. Besides, you are interested in buying a new stamp album.

5. Write to a railroad, asking whether there will soon be a special excursion rate to Yellowstone Park. After having looked it up in your geography, explain to the company through what cities you would like to pass in going and returning.

6. Write for your mother to a hardware dealer, inquiring about prices of oil stoves.

7. Write for your father to the publishers of a magazine which he takes. Explain that you are moving, and ask that the magazine be sent to the new address. Be sure to mention the old address too. Why is this necessary?

8. Write to a tentmaker, describing the kind of tent you would like to buy. Ask whether that kind is kept on hand or has to be made to order. Ask about prices.

9. You have seen a new alarm clock or a new wrist watch advertised, but you cannot find it at the watchmaker's in your city. Write directly to the manufacturer and ask him for complete information, including prices.

10. Order a book from the publishers. Give its name and the author's and tell what edition you wish. Inclose enough money to cover the cost of the book and the postage.

Group Exercise. Several of the letters called for in the preceding exercise may now be criticized as were the letters in the foregoing section.

3. Word Study

Oral Exercise. Fill each blank in the following selection with the noun that seems to you to express the meaning best. Try to find several nouns for each blank, and then choose the most suitable one. But do not write it in the book.

It was on Friday morning, the 12th of October, that Columbus first beheld the new ——. As the day dawned he saw before him a level

island, several leagues in extent, and covered with trees like a continuous —. The — were seen coming from all — of the woods and running to the shore. As they stood gazing at the ships, they appeared by their — and — to be lost in —. Columbus made signal for the ships to cast anchor, and the boats to be manned and armed. He entered one of the —, richly attired in scarlet, and holding the royal —. On landing, he threw himself on his knees, kissed the earth, and returned thanks to God with tears of —. The — of the island gazed in timid — at the complexion, the shining —, and splendid — of the Spaniards. The admiral particularly attracted their —, from his commanding —, his — of authority, his — of scarlet, and the — which was paid him by his —; all which pointed him out to be the —. — WASHINGTON IRVING, "The Life and Voyages of Columbus" (Adapted)

Written Exercise. When the selection above has been read aloud by several pupils, each supplying the blanks with the nouns he thinks most suitable, and these have been criticized by the class, copy the selection and fill the blanks with the nouns which you consider best for these places.

Correction Exercise. Your teacher will then show you the selection as written by Irving, so that you may compare your copy. It will be interesting to learn the nouns that Irving himself used.⁷²

Group Exercise. Several pupils' compositions may now be studied by the class as was the selection from Irving.⁷³

4. Speaking from Outlines

Have you ever noticed that it is easy to pay attention as some pupils speak but hard to listen to others? Of course there are several reasons for this. Some pupils have interesting things to say; some speak in a clear and pleasant voice, pronouncing their words distinctly. But there is still another reason. Some pupils arrange their ideas in good order before they try to tell them.

Oral Exercise. Think a few minutes about one of the subjects in the list that follows. Then explain to the class into how many parts your talk about the subject would be divided and what each of these parts would be about. Do the same with other subjects in the list.

Group Exercise. The teacher will write your outline on the board ; other pupils will criticize it and give outlines of their own.

It is possible to speak about the same subject in different ways. Thus, the following are two outlines for a talk about the first subject in the list on page 174. You can probably make another that will fit your own ideas better than either of these.



ACTING PLAYS ON A RAINY SATURDAY

HOW TO SPEND A RAINY SATURDAY

OUTLINE FOR TALK

1. What one could do in the morning.
2. What one could do in the afternoon.

OUTLINE FOR TALK

1. What my brother proposed that we do.
 2. What my mother advised.
 3. What we actually did after talking plans over.
-
1. How to Spend a Rainy Saturday
 2. What "Safety First" Means
 3. My First Day at School
 4. My First View of Mountains
 5. My First Visit to the Ocean
 6. The Indian's Life Contrasted with the White Man's Life
 7. My First Railway Journey
 8. Two Old Men I Know
 9. Summer and Winter in Florida (or any place about which you wish to speak)
 10. Going to New York by Water and Returning by Land
 11. Making a Butterfly Collection
 12. The Adventures of a Ten-Cent Piece

Oral Exercise. Choose a subject about which you think you can give your classmates useful and entertaining information. Plan what you wish to say about it. Write your outline on the board. Then, turning your back to the outline, give your talk. If it is a good outline you will have no difficulty in remembering it.⁷⁴ As you speak, your classmates will watch to see whether you stick to your outline.

Perhaps the following list will suggest a good subject to you:

1. How to Put Shoe Laces in Shoes
2. How to Make Oatmeal Porridge
3. Why It Is Necessary to Put Stamps on Letters
4. How a Burglar Alarm Works
5. How My Caterpillar Turned into a Butterfly
6. What It Means to Be a Boy Scout
7. What It Means to Be a Camp-Fire Girl
8. A Game That Trains Me to Be Quick

9. A Suitable Graduation Dress for a Grammar-School Girl
10. How I Felt When I First Wore a New Suit to School

Group Exercise. When you have given your talk, the class will tell you what they liked⁸⁷ about it and in what respects it could be improved. The following questions⁸⁵ indicate some of the main points to be kept in mind by the class as they listen to each talk and criticize it:

1. Was the talk interesting? How might it have been made more so?
2. Was it clear? Did the speaker always say exactly what was in his mind to say?
3. Was the outline clear and well arranged? In what respect could it have been better?¹¹⁴
4. Did the speaker use too many such words as *and*, *and then*, *and so*? Did he fail to drop his voice at the end of each sentence? Did he begin any sentences with such words as *when*, *since*, and *although*?¹⁰⁸
5. Can you suggest better nouns for any used by the speaker?

5. More Speaking from Outlines

Oral Exercise. Decide on a subject for a talk to the class. Choose one about which you can tell your classmates new and interesting facts. If you are explaining the working of a machine, perhaps a simple drawing will help to make your explanation clear. The following subjects are given to help you find one about which you would like to speak:

1. How a Snowplow Works
2. How to Make a Cloth Bag for a Broom
3. How a Carpet Sweeper Works
4. My Experience with a Fireless Cooker
5. How an Air Gun Differs from a Vacuum Cleaner
6. Different Ways of Boiling Eggs, and Which Is Best
7. Different Ways of Putting Up a Tent
8. Crossing a Street during the Rush Hour
9. Visiting an Art Museum

10. Interesting Places in Our City
11. How to Send a Package by Parcel Post
12. How a Street Is Paved

6. Capitals and Punctuation Marks

1. A capital letter should be used to begin every proper noun and every abbreviation of a proper noun. Thus :

Spain, Washington Irving, Emerson, George, Tom, Boston, Massachusetts, California, Louisiana ; Mass., Cal., La., Jan., Aug., Nov.

2. A capital letter should be used to begin every name given to God. Thus :

Lord ; Father ; Our Father

3. A capital letter should be used to begin the words *north*, *east*, *south*, and *west* when these are names of sections of country. Thus :

The North, the South, the Northwest, the Far East, the Old South, the New South

Group Exercise. Let several pupils go to the board and write the names of magazines they know. The pupils remaining in their seats will watch to see that no mistake is made, particularly in the use of capital letters. Then several other pupils will write on the board other names and titles, as these are called for in the following list or by teacher or classmates :

1. The name of one of the political parties
2. The name of a well-known circus
3. The name of a bank
4. The name of a grocery company
5. The name of a school
6. The title of your favorite book
7. The name of a publishing company

8. The title of a composition you recently wrote
9. The names of several days and months
10. The names of several cities, states, countries
11. The names of some churches you know
12. The names of some stores and buildings you know

Group Exercise. Now let pupils use the names and titles called for above, in sentences — writing these on the board, the class pointing out all errors.

4. The apostrophe should be used to show or help show possession. Thus :

Emerson's poem, Irving's letter, boys' shoes, ladies' hats

5. The hyphen should be used —

(a) After a syllable at the end of a line when the remaining syllables of the word begin the next line.

(b) To separate the words in some compound words. Thus :

School-teacher, time-table, looking-glass, story-telling, table-land, father-in-law, man-of-war

But all compound words are not written with hyphens. Consult the dictionary when you are in doubt.

6. Quotation marks should be used to inclose titles of books, poems, and stories, that form parts of sentences. Thus :

Have you read John T. Trowbridge's "Cudjo's Cave"?

Dictation Exercise. Study, then write from dictation, each of the following paragraphs. Be careful, in particular, to write correctly :

- (1) All the proper nouns ;
- (2) All the plural forms of nouns ;
- (3) All the possessive forms of nouns.

Some interesting books for children are Swift's "Gulliver's Travels," Hans Andersen's "Fairy Tales," and Defoe's "Robinson Crusoe." These are storybooks. Other books, whose titles describe them, are "Boys' Handy Book," "Boys' Book of Machinery," "Girls' Handy Book." There is a schoolbook called "Two Years' Course in English Composition" that you will perhaps study if you go to high school. There are many high schools in this large city, but Lane Technical High School is the largest. Mrs. Thomas's boys went to that school. The girls attended the Francis W. Parker School.

Christopher Columbus, the discoverer of America, was born in Genoa, Italy.

At that time the earth was generally supposed to be flat, to be much smaller than it actually is, and to be habitable on its upper side only. The countries laid down on the rude and imperfect maps then in use were the continent of Europe, part of Asia, a narrow strip of northern and eastern Africa, and a few islands, the largest of which were the British Isles and Iceland. — MONTGOMERY, "The Leading Facts of American History"

Happy is the man that findeth wisdom, and the man that getteth understanding; for the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold. She is more precious than rubies; and all the things thou canst desire are not to be compared unto her. Length of days is in her right hand, and in her left hand riches and honor. Her ways are ways of pleasantness, and all her paths are peace. — *Bible*

He that loveth not, knoweth not God; for God is love. — *Bible*

Men pass away, but the truth of the Lord endureth forever. Who is he who hath the happiest lot? Even he who is strong to suffer somewhat for God. — THOMAS A KEMPIS, "The Imitation of Christ"

Correction Exercise. Compare each paragraph that you have written from dictation with the one in the book and correct all mistakes.

REVIEW AND DRILL ¹⁵—VII

1. Grammar Review

It was a great treat to hear Thackeray, as I once did, discourse of Shakespeare's probable life in Stratford among his neighbors. He painted, as he alone could paint, the great poet sauntering about the lanes without the slightest show of greatness, having a crack with the farmers, and in very earnest talk about the crops.

"I don't believe," said Thackeray, "that these village cronies of his ever looked upon him as a mighty poet, but simply as a wholesome, good-natured citizen, with whom it was always pleasant to have a chat. I can see him now," continued Thackeray, "leaning over a cottage gate, and tasting good Master Such-a-one's home-brewed, and inquiring with a real interest after the mistress and her children."

Long before he put it into his lecture, I heard Thackeray say in words to the same effect: "I should like to have been Shakespeare's shoe-black, just to have lived in his house, just to have worshipped him, to have run on his errands, and seen that sweet, serene face." — JAMES T. FIELDS, "Yesterdays with Authors"

Oral Exercise. 1. In the preceding passage point out as many nouns as you can. Why do you think each is a noun? You are not able, at this time, to tell what part of speech each word in the preceding passage is; but point out as many prepositions, adjectives, adverbs, verbs, pronouns, and conjunctions as you can. As you point them out, give your reason for putting each word in the class you name.

2. Point out the proper nouns in the preceding passage; point out all nouns that are plural. Can you find any nouns that are in the possessive form?

2. Drill in Correct Usage¹⁶

Oral Exercise. 1. Read the following sentences repeatedly, noticing that some forms of the verb are always used with *have*, *has*, and *had*, and others never :

1. I *saw* you at the savings bank. I *went* there, too.
2. *Have* you *seen* me there before? I *have gone* there for a year.
3. Who *did* this? What *has* he *done*? What *have* we *done*?
4. They *have come* to see us. Your brother *came* to see us yesterday.
5. The pupils *rang* the old bell that *has rung* every Fourth of July for more than a hundred years.
6. They *drank* at the spring in the woods. *Have* you ever *drunk* there?
7. I shall *go* where you *went* yesterday and where I *have* often *gone*.

2. Use the italicized words above in sentences of your own. Make sentences that will interest your classmates.

3. Perhaps the teacher will put on the board a list of verb forms that are correctly used with *have*, *has*, and *had*. Ask your classmates questions containing these.

4. As you read the following sentences, notice that only one negative is to be found in each :

1. He did *nothing*. He did *not* do anything. He *didn't* do anything.
2. I can play *no* longer. I *cannot* play any longer. I *can't* play any longer.
3. I *never* saw an owl in that barn. I saw *no* owl there. I *didn't* see any owl there.
4. I have *no* money. I *have n't* any money. I have *none*.
5. Is he *never* coming back? *Is n't* he ever coming back? Is he coming back *no* more?

5. Ask several pupils questions each of which contains a negative word. Notice whether the answers contain more than one such word. The entire class will watch for mistakes.

3. Game—*Finding Nouns*

The pupils open their reading books, and the one beginning the game reads the nouns as they occur on a chosen page, omitting none. He is permitted to go on until he makes a mistake. Then his score—the number of nouns he has named—is written on the board opposite his name, and the pupil who discovered his mistake takes his place and continues the naming of nouns, teacher and pupils keeping count, until he too either overlooks a noun or names as one another kind of word. The pupil having the highest score is declared the winner. Exceptionally good scores may be kept on the board as a kind of record, to be broken, if possible, when the game is played again.

4. Additional Sentences for Study

Oral Exercise. 1. Point out in the following sentences the subject and the verb of each clause and their modifiers :

1. We can hardly imagine the acres of orange and lemon groves, peach, plum, and olive orchards, and the millions of grapevines which we can find in the fertile valleys of California.

2. San Francisco is the great shipping port for many of these fruits, which are sent over the ocean or across the continent.

3. Redlands contains fifteen factories where oranges are packed for market, besides a large marmalade factory which makes nearly two hundred and fifty thousand jars of marmalade in each season.

4. A hunter who went to sleep one night by his camp fire awoke later because he was so warm.

5. The heat that had wakened him came from a black rock which had taken fire.

6. What should we do without that hard, black rock which warms our houses, runs our locomotives, and has many other important uses?

7. We made a visit to a deep coal mine which is located in Pennsylvania.

8. When we finally left the mine, we found ourselves covered with coal dust, so that collars and cuffs, faces and hands, were anything but clean.

9. The lobster, which is bright red when it has been boiled, is blackish green when it is alive.

10. If we wish to learn about the catching of lobsters, we must go to the Maine coast, where they are obtained in the greatest numbers.

2. Explain the use of every noun in the preceding sentences.

3. Study the following sentences as you did the preceding :

1. A locomotive dashed into the old freight car that stood on the siding.

2. The noisy boy hurried after the crowd which followed the fire engine.

3. A wise old man who had been watching them made a speech to these men and boys, which they applauded.

4. The animals in the tent were quiet and sleepy, but when their keeper suddenly arrived with food they became alert immediately.

5. The pupils of that school laughed heartily over the incident which their teacher related.

6. Excursions on foot or horseback formed my favorite amusement during that summer.

7. Wood, water, wilderness itself, had an inexpressible charm for me.

8. My father often objected to my long trips.

9. The first thing that Pandora saw when she entered the cottage was a great box.

10. The wheat was yellow, the sun shone gloriously, and the butterflies flew hither and thither.

11. The officers had pen, ink, and paper about them, and made a list of everything they saw, which I afterwards translated into English.

12. Behold ! A giant am I !

Aloft here in my tower,

With my granite jaws I devour

The maize, and the wheat, and the rye,

And grind them into flour.

CHAPTER EIGHT*

PRONOUNS⁶⁸

You already know that a pronoun is a word used instead of a noun. But do you always use pronouns correctly? Do you say "It is I," "It is he," "It is she," "It is we," and "It is they," and do you know that these expressions are the correct ones? Do you say "The package is for him and *me*," or do you use some other pronoun in place of *me*? Do you say "*Whom* is this package for?" Do you know why *whom* is the correct word? We shall now begin to learn more about pronouns, in order that we may make no mistakes when we use them in our speaking and writing.

1. Personal Pronouns

a. Person

1. *I* have *my* book with *me*.
2. Have *you* *your* magazine with *you*?
3. Has *he* *his* drawing with *him*, or has *he* lost *it*?
4. Look at *us*! *We* shall celebrate at *our* school to-day.
5. Why do not *she* and *her* sister come to see *it*?
6. *I* don't know *their* reason. *I* have n't seen *them* lately.

Exercise. Make three lists of the pronouns in the sentences above: in the first put the pronouns that refer to the *person*

* NOTE TO TEACHER. It is suggested that teachers who use only the second half of this book make themselves familiar with the text and notes of the earlier chapters. See the Notes to the Teacher, preceding the Index.

speaking; in the second the pronouns that refer to the *person spoken to*; in the third the pronouns that refer to the *person or thing spoken of*.

Some pronouns always stand for the person speaking. They are: *I, my, mine, me; we, our, ours, us*. They are called pronouns of the *first person*.

Some pronouns always stand for the person spoken to. These are: *you, your, yours*. They are called pronouns of the *second person*.

Some pronouns represent the person or thing spoken of. They are: *he, his, him; she, her, hers; it, its; they, their, theirs, them*. They are called pronouns of the *third person*.

All these pronouns — of the first, of the second, and of the third person — are called **personal pronouns**.¹¹⁷

Exercise. The following sentences contain thirty-two personal pronouns. Make a list of them and after each write whether it is of the first, the second, or the third person.

1. They invited us to the game between our boys and your boys.
2. We went — he, she, and I — to see it.
3. I took my raincoat with me.
4. You took yours, too, and she took hers.
5. But he forgot to take his.
6. The park was not far away; but when we reached it, our boys were already there, and so were yours.
7. We saw them getting ready to play.
8. They were determined to do their best.
9. Frank was in the field; he looked at us with his pleasant smile.
10. But we saw him later without it.

b. Number and Gender

Exercise. Write after each pronoun found in the exercise above (1) whether it is singular or plural, (2) whether it is masculine,

feminine, or neuter. Many personal pronouns are either masculine or feminine; after such write the words *Either masculine or feminine*.

The pronouns of the second person, *you, your, yours, you*, are used both for the singular and for the plural.⁷⁵ Thus:

I shall write *you*, Frank. (SINGULAR)

I shall write *you*, boys. (PLURAL)

Is this *your* book, Frank? (SINGULAR)

Are these *your* books, children? (PLURAL)

The pronouns of the first person (*I* and its various forms: *my, mine, me, we, our, ours, us*) and of the second person (*you, your, yours*) are either masculine or feminine.

These pronouns of the third person are masculine: *he, his, him*; these are feminine: *she, her, hers*; these are neuter: *it, its*. In the plural the pronouns *they, their, theirs, them* are used for all three genders.

c. Uses in Sentences

Exercise. 1. Tell whether each pronoun in the following sentences is the subject of a verb, the object of a verb, the object of a preposition, or a possessive:

1. *He* hopes that *his* mother will see *him*.
2. *I* had *my* overcoat with *me*.
3. *They* took *their* rifles with *them*.
4. *We* saw *our* friend and *our* friend saw *us*.

2. Make a list of the pronouns in the preceding sentences that are used as subjects; a list of the pronouns used as possessives; and a list of the pronouns that are used as objects either of verbs or of prepositions.

We may call the pronouns that are used as subjects **subject pronouns**; those used as possessives **possessive pronouns**; and those used as objects **object pronouns**.

d. A Table of the Personal Pronouns

Exercise. 1. In the following sentences there are eight personal pronouns used as subjects. Write these subject pronouns in a line across the top of a sheet of paper.

1. I went to the circus; my father took me.
2. Are you going with your mother? Who will take you?
3. People liked the clown; he had his best jokes with him.
4. A man cried: "Madam Sidney! See her! She will ride her trick horse!"
5. It was a fine circus; thousands saw it and enjoyed its many attractions.
6. We enjoyed everything; our friends envied us.
7. Parents all! You ought to go and take your children with you.
8. They will tell their friends what pleased them most.

2. There are eight personal pronouns used as possessives in the preceding sentences. Point them out, and write these possessive pronouns under the subject pronouns that you have already put down. Put each possessive pronoun under the subject pronoun that has the same person, the same number, and the same gender. Thus:

I	they
my	their

3. There are eight personal pronouns used as objects in the preceding sentences. Point them out, and write these object pronouns where they belong under the subject pronouns and the possessive pronouns that you have already put down. Thus:

I	they
my	their
me	them

4. Compare your table of pronouns with the following and discover whether you have made mistakes :

THE PERSONAL PRONOUNS CLASSIFIED ⁷⁶

SINGULAR					
	FIRST PERSON	SECOND PERSON	THIRD PERSON		
	<i>Masculine or Feminine</i>	<i>Masculine or Feminine</i>	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>
<i>Subject Pronouns</i>	I	you	he	she	it
<i>Possessive Pronouns</i>	my (or mine)	your (or yours)	his	her (or hers)	its
<i>Object Pronouns</i>	me	you	him	her	it
PLURAL					
<i>Subject Pronouns</i>	we	you		they	
<i>Possessive Pronouns</i>	our (or ours)	your (or yours)		their (or theirs)	
<i>Object Pronouns</i>	us	you		them	

Exercise. 1. Tell regarding each of the following pronouns (1) whether it is of the first, second, or third person ; (2) whether it is singular or plural ; (3) what its gender is ; (4) whether it is a subject pronoun, a possessive pronoun, or an object pronoun. Practice this until you can do it quickly.

Me, your, he, her, it, they, you, us, him, its, their, my, our, them, she, we, I, his.

2. Use each of the pronouns above in a sentence.

CORRECT USE ⁷⁷

I. Pronouns that are used as subjects of sentences must be subject pronouns. Thus :

1. *She* and *I* went to the store together. (NOT : *Her* and *me* went to the store together.)

2. *He* and *she* live on my street. (NOT: *Him* and *her* live on my street.)
3. She is brighter than *he*. (THAT IS: She is brighter *than he is bright*.)
4. They are better players than *we*. (THAT IS: They are better players *than we are*. The pronoun *we* is the subject of the second verb *are*.)

II. Since a predicate word always defines, describes, explains, the subject of the sentence, pronouns that are used as predicate words must be subject pronouns. Thus :

1. This is *he*. That is *she*. (NOT: This is *him*. That is *her*.)
2. It is *I*. That was *I*. (NOT: It is *me*. That was *me*.)
3. Who was it? It was *we*. It was n't *they*. (NOT: It was *us*. It was n't *them*.)

Exercise. 1. Explain the use of each of the italicized pronouns in the correct sentences under the two preceding rules.

2. Select the correct pronoun for each of the following sentences and give the reason for your choice :

1. You and (*he*, *him*) may read the book next.
2. It was he and (*I*, *me*) who went down to the river.
3. He said that you and (*I*, *me*) might go together.
4. What were you and (*he*, *him*) reading?
5. I should not do it if I were (*she*, *her*).
6. He did it; but if I had been (*he*, *him*), I would not have done it.
7. Neither (*she*, *her*) nor (*he*, *him*) will be able to go.
8. I cannot tell whether (*he and she*, *him and her*) will go.
9. Is John taller than (*I*, *me*)?
10. You said it was (*he*, *him*) that wanted to see me.

III. Pronouns that are used as objects of verbs or prepositions must be object pronouns. Thus :

1. The package is addressed to ¹*you* and *me*. (NOT: The package is addressed to *you* and *I*.)
2. The teacher saw *him* and *me*. (NOT: The teacher saw *he* and *I*.)
3. He told *me*. I saw *him*. This book is for *her*. These tickets are for *you* and *me*.

4. The man gave *him* and *me* some apples. (NOT: The man gave *he* and *I* some apples.)

Exercise. 1. Explain each of the italicized pronouns in the preceding correct sentences.

2. Select the correct pronoun for each of the following sentences and give the reason for your choice :

1. Remember, this is strictly between you and (*I, me*).
2. Yes, there was trouble between him and (*I, me*).
3. I should go to the game if I were (*he, him*).
4. I should go to the party if I were (*she, her*).
5. I should go with you and (*he, him*).
6. You and he and she and (*I, me*) ought to go to the game together.
7. Between us, that is, between you and (*I, me*), what do you think of that game?
8. Is this letter addressed to (*me, I*)?
9. Is it addressed to you and (*me, I*)?
10. Are you speaking to (*he, him*) or to (*I, me*)?
11. Are you laughing at him and (*I, me*)?
12. (*He, him*) and (*I, me*) are planning a fishing trip.
13. This is (*I, me*).
14. This is (*he, him*).
15. That 's (*she, her*).

IV. The contraction *it's* must not be confused with the possessive *its*. *It's* is the short form for *it is*. The possessive *its*, like *his, ours, theirs*, has no apostrophe. Thus :

1. The cat was licking *its* paw.
2. *Its* paw was hurt.
3. *It's* a long time since I saw you. (THAT IS: *It is* a long time since I saw you.)

V. In a series of nouns and pronouns the pronoun of the first person should stand last, and the pronoun of the second person first. Thus :

1. George and *I* bought the ball. (NOT: *I* and George bought the ball.)
2. *You*, he, and *I* can go together. (NOT: *I*, *you*, and he.)
3. May Henry and *I* go? (NOT: May *I* and Henry go?)

e. Compound Personal Pronouns

The words *myself*, *yourself*, *himself*, *herself*, *itself*, and their plurals, *ourselves*, *yourselves*, *themselves*, are compound personal pronouns. Their use is illustrated in the following sentences:⁷⁸

1. I *myself* shall go to see him.
2. I hurt *myself* badly.
3. They *themselves* laughed at the sight.
4. They did *themselves* more harm than good.
5. You *yourselves* would not have ventured farther.
6. You looked in the mirror and saw *yourself*.

Exercise. Use each of the compound personal pronouns in the list above in two sentences, illustrating the two different uses shown.

CORRECT USE

I. The pronouns *myself*, *yourself*, *himself*, etc. must not be used as objects of verbs or of prepositions unless they name the same person or thing as the subject of the sentence. Thus:

1. I hurt *myself*. (*Myself* names the same person as *I*.)
2. The letter was addressed to *me*. (NOT: to *myself*.)
3. She saw herself in the long mirror. (*Herself* names the same person as the subject *she*.)
4. The present was for *her*. (NOT: for *herself*.)

II. A compound personal pronoun must not be used alone as the subject of a sentence. It may be used with a subject for emphasis. Thus:

1. *You* are invited to attend a dance. (NOT: *Yourself* is (or are) invited to attend a dance.)
2. You *yourself* must do this part of the work. (The word *yourself* emphasizes the word *you*.)
3. *You* and a friend are requested to be present. (NOT: *Yourself* and friend are requested to be present.)

III. Observe the following correct uses of pronouns :

1. He took good care of *himself*. (NOT: of *hisselt*. There is no such word as *hisselt*.)
2. They were proud of *themselves*. (NOT: of *theirselves*. There is no such word as *theirselves*.)
3. Look at *those* boys. (NOT: *them* boys. The pronoun *them* should never be used as an adjective.)

Exercise. Select a suitable pronoun for each of the following sentences and give your reason for each selection :

1. The book was for (*me, myself*).
2. I hurt (*me, myself*).
3. I have a letter addressed to (*you, yourself*).
4. (*You, yourself*) are asked to take part in the exercises.
5. The girls were sorry for (*themselves?*).
6. The little boy was proud of (*himself?*).
7. Your telegram to (*myself, me*) is received.
8. In the looking-glass they saw —.
9. The bird had hurt (*itself?*).
10. The daring acrobat had injured —.

2. Interrogative Pronouns

Exercise. 1. What kind of sentences are the following?

1. *Who* goes there? (ANSWER: A human being.)
2. *What* do you want? (ANSWER: Long life and happiness.)
3. *Which* do you want more? (ANSWER: Happiness; for without it long life is nothing.)

2. What word does the word *who* stand for? Name the noun or nouns for which the word *what* is used. What noun does the word *which* stand for? What do we call a word that is used instead of a noun? Could we call *who*, *which*, and *what* pronouns? Could we call them interrogative pronouns? Why?

An interrogative pronoun is a pronoun that is used in asking questions.

Exercise. 1. In the following sentences pick out the interrogative pronouns :

1. Who saw the elephant?
2. Whose child are you?
3. Whom do you see?

2. What is the subject of the first sentence? Could we call *who* a subject pronoun? Why? Does the verb *do see*, in the third sentence, have an object? Could we call *whom* an object pronoun? Why? Could we call *whose*, in the second sentence, a possessive pronoun?

The word for which an interrogative pronoun stands ⁷⁹ is found in the answer.

The interrogative pronouns *who*, *whose*, *whom* are used in speaking of persons.

The interrogative pronoun *which* is used in speaking of either persons or things.

The interrogative pronoun *what* is used in speaking of things.

CORRECT USE

I. If we remember that *who* is correctly used as the subject of a sentence, and *whom* as the object of a verb or a preposition, we shall not make many errors in interrogative pronouns. Observe the following correct forms :

Whom do the men wish to see? (*Whom* is the object of *see*.)

Whom are they looking for? (THAT IS: For *whom* are they looking?
Whom is the object of the preposition *for*.)

Whom shall I tell the news? (*Whom* is the indirect object of the verb
shall tell.)

Whom are you dancing with? (THAT IS: With *whom* are you
dancing? *Whom* is the object of the preposition *with*.)

Exercise. Fill the blanks in the following sentences with *who*
or *whom*, and explain each insertion:

1. — is that old gentleman on the park bench?
2. — does he resemble?
3. To — are you sending those flowers?
4. — are you sending those flowers to?
5. With — shall you go to the party?
6. — shall you go to the party with?
7. — resembles you?
8. For — are you making that pretty apron?
9. — are you making that pretty apron for?
10. — will help you upstairs?
11. — tagged us?
12. — shall I tag?
13. — took the prize?
14. — did they choose for captain?
15. — is this telegram for?

II. Sometimes pupils confuse *whose* and *who's*. *Who's* is a contraction for *who is*. The possessive pronoun is *whose*. Like *its*, *his*, *hers*, *ours*, *theirs*, the pronoun *whose* has no apostrophe.

Observe the following correct uses:

Who's there? Who's knocking at the door?

Whose hat is this? Whose voice do I hear?

Group Exercise. Let several pupils write on the board sentences containing *who's* and *whose*, the entire class watching in order to detect all mistakes.

3. Relative Pronouns

a. *What a Relative Pronoun Is*

Exercise. 1. What kind of sentence is the following?

This is a friend who helped me in my trouble.

2. Name the principal clause of this sentence; the subordinate clause.

3. Read the sentence carefully, and point out the subject of the subordinate clause. To what noun in the principal clause does *who* refer?

We may rewrite the sentence above so that it will read as follows:

This is a friend *and he* helped me in my trouble.

We see at once that in this sentence two words—the conjunction *and* and the pronoun *he*—do the work of the one word *who*.

Such words as *who*, in the first sentence, which do double duty—namely, that of conjunctions and of pronouns—are called relative pronouns.

A relative pronoun is a pronoun that connects a subordinate clause with a principal clause.

The relative pronouns are: *who*, *which*, *that*, *as*, and *what*; and the compounds formed by adding *ever* (or *soever*) to *who*, *which*, and *what* (namely: *whoever*, *whichever*, *whatever*, *whosoever*, *whicheversoever*, *whatsoever*).

Exercise. 1. Pick out the relative pronouns in the following sentences, and tell about each (1) what noun or pronoun it represents, (2) what clauses it connects, and (3) what its use is in the subordinate clause:

1. Longfellow, who wrote "Hiawatha," was born in Maine.
 2. This poem, which was written in 1855, is one of his best.
 3. It is a poem that any child can enjoy.
 4. Children, who were the poet's welcome guests, visited him often.
 5. His wife, whom he dearly loved, was burned to death.
 6. Have you read "Evangeline," which Longfellow wrote?
2. Write five sentences containing relative pronouns.¹⁰⁴

b. *Who, Whose, Whom*

Exercise. 1. Name the relative pronouns in the following sentences that are used as subjects. Name those used as objects of verbs or prepositions. Name those used as possessives.

1. The boy *who* studies will learn.
2. The girl *whose* book was lost is here.
3. The man *whom* we saw yesterday is waiting in the hall.
4. John is a young man *whom* I trust.
5. John is a young man *who* can be trusted.
6. John is a young man *whose* honesty is well known.

2. Which one of the three — *who*, *whose*, or *whom* — may we call a subject pronoun? Why? Which one may we call an object pronoun? Why? What shall we call *whose*?

We see that *who* is a subject pronoun, *whom* an object pronoun, and *whose* a possessive. The subject pronoun is used for subjects of sentences; the object pronoun is used for objects of verbs and prepositions. Thus:

1. I *whom* you see made this machine. (NOT: I, *who* you see, made this machine. The relative pronoun *whom* is the *object* of the verb *see* in its own clause, *whom you see*.)

2. I *who* made this machine am your friend. (The relative pronoun *who* is the subject of the verb *made* in its own clause, *who made this machine*.)

3. He asked *whoever* came. (Here *whoever* is the subject of *came*; *whoever* is a subject pronoun.)

4. He asked *whomever* he saw. (Here *whomever* is the object of *saw*; *whomever* is an object pronoun.)

Whose is sometimes used as the possessive of *which*; but usually the phrase *of which* is preferable.

CORRECT USE

You would make few, if any, mistakes in the use of the relative pronouns *who* and *whom* if you always had two facts in mind, namely :

1. That *who* is a subject pronoun, and *whom* an object pronoun.

2. That when the relative pronoun is the subject of the clause to which it belongs, the subject pronoun is used; and when the relative pronoun is an object in the clause to which it belongs, the object pronoun is used. Thus :

1. This old fellow, *whom* I knew well, had lived in the country forty years.

2. This old fellow, *who* knew me well, had lived in the country forty years.

3. Men *who* are lazy will not succeed. (NOT: Men *whom* are lazy will not succeed. The pronoun *who* is the subject of the verb *are*.)

4. Give the message to *whoever* is in the office. (The pronoun *whoever* is the subject of the verb *is*.)

5. Tell that to *whoever* will listen. (NOT: Tell that to *whomever* will listen. The pronoun *whoever* is the subject of the verb *will listen*.)

Exercise. What is the subordinate clause of each of the following sentences? What is its subject? Is the relative pronoun in the clause *who* or *whom*, *whoever* or *whomever*? Explain why you think the correct pronoun has been used.

1. The captain, who was hurt, kept on playing.
2. The captain, whom somebody had hurt, kept on playing.
3. These girls, whom the policeman warned off the ice, were good skaters.
4. These girls, who did not trust the thin ice, were good skaters.
5. I saw the rascals who were throwing snowballs at us.
6. I saw the rascals at whom we were throwing snowballs.
7. The girl who wrote this letter is twelve years old.
8. The girl, whom your sister knows, lives in the country.
9. We asked whoever happened along.
10. We asked whomever we met.
11. We greeted whomever we saw.
12. We greeted whoever looked pleasant.

c. Sentences Containing Relative Pronouns

Exercise. Point out the subordinate clauses in the following sentences. Tell in regard to each relative pronoun (1) whether it is used as a subject, an object, or a possessive ; (2) what word it represents.

1. This is the house in which Dickens wrote the "Pickwick Papers."
2. The author, who later wrote many famous novels, was then a very young man.
3. Irving, whose books I have read, is a charming writer.
4. Have you read "The Alhambra," which is a book of Spanish stories?
5. This young man, whom I had never seen before, was my cousin from South America.
6. This man, whom I did not see at that time, came to see me later.
7. I called the boy whose father wanted to see him.
8. This is the boy in whom we believe.
9. I am ready for the hard work that is ahead.
10. Cooper, who wrote "The Spy," was an American.
11. Yokohama, which is one of the chief commercial ports, lay before us.
12. We shall enjoy these people, who are so polite.

Exercise. In the sentences below (1) fill each blank with a relative pronoun; (2) give the reason for your choice of pronoun; and (3) name the word that it represents:

1. George is the best pupil — I have ever had.
2. The pony — belongs to Mary is a gentle animal.
3. A soldier, — passed down the street, helped the frightened children.
4. The sailor, — ship had left the harbor, returned to his friend's house.
5. I, — am a good runner for my age, could not run as fast as he.
6. The barn, — stands behind the house, burned.
7. Is it my mother — you wish to see?
8. Is it the sugar — you wish?
9. Is it Frank — will go to Chicago next week?
10. The storm — destroyed the fruit came in May.
11. The man — courage is only in talk will not fight long.
12. All the men and horses — crossed this field were on their way to St. Joseph.
13. The man — dares cross this line will be in serious danger.
14. Nobody knows the boy — did it.
15. I told John the strange question — the boy had asked me.

**4. *This, That, These, Those, Each, Some, Any, Both,*
and Similar Words**

Exercise. 1. A pronoun, as we know, is a word used instead of a noun. Can you find any words used instead of nouns in the following sentences?

1. Each boy is asked to bring a flag to school.
2. Each is asked to march in the boys' parade.
3. Some girls will read poems on the day of celebration.
4. Some will sing songs.
5. Any and all children may take part.

6. Any and all may make suggestions for the day.
7. Both parents of the children are invited.
8. Both will observe the day.
9. This is the story the pupil read to the class.
10. This story is exciting.
11. That building is the highest in the city.
12. That is the building owned by the company.

2. Point out the adjectives ; that is, the words used to modify nouns.

There are about twenty-five common words, like *this*, *that*, *each*, *some*, *any*, *all*, *both*, that are used either as adjectives or as pronouns.⁸⁰ When these are used in sentences as adjectives we call them adjectives ; when their use is that of pronouns, we call them pronouns.

Exercise. 1. The following list contains most of the words that are used as either adjectives or pronouns. Try to decide whether each one is singular or plural in meaning. Make a list of those that are always singular ; of those that are always plural.

This, these, that, those, each, both, some, any, such, all, several, few, many, much, more, most, either, neither, another, one, former, latter, same.

2. Give ten sentences containing words from this list used as adjectives ; give ten sentences containing the same words used as pronouns.

The words *this*, *that*, *one*, and *other* (when it is used as a pronoun) are singular ; their plurals are *these*, *those*, *ones*, *others*.

Each, *either*, *neither*, *another*, *much*, are always singular in meaning.

Both, *several*, *many*, *few*, are always plural in meaning.

All other words in the list, while having but one form, have both a singular and a plural meaning.

CORRECT USE

The pronoun *them* must not be used as an adjective.

These or *those* may be either pronouns or adjectives, but *them* is always a pronoun.

The visitors looked at *these* flowers. (Not: The visitors looked at *them* flowers.)

See *those* sheep in the orchard. (Not: See *them* sheep in the orchard.)

Exercise. In which of the following sentences could you substitute *them* for *these* or *those* without using *them* incorrectly? Explain why.

1. The pupils looked at *these* flowers.
2. They picked some of *these*.
3. They picked some of *these* roses.
4. They examined *those* books.
5. They began to read some of *those*.
6. Did you ever meet *those* people?
7. Do you know any of *those*?
8. Do you like *those*?

5. The Uses of Pronouns in Sentences

Exercise. 1. Pick out the pronouns in the following sentences and tell how each is used. Make a list of these different uses.

1. He was a plain man of the people.
2. Who in America has had a finer career?
3. Historians tell of no president who had a keener sense of humor.
4. All, from the North and from the South, now admire the man.
5. It was he who spent his boyhood in the woods of Kentucky and Indiana.
6. Whom shall they thank if not him?
7. He gave them their freedom.
8. This great proclamation was made for them.
9. For whom, if not for them, did he make it?

2. Compare your list of the different uses of pronouns with the following :

A pronoun may be used (1) as the subject of a verb ; (2) as the predicate word after a verb like *is* ; (3) as the object of a verb ; (4) as the indirect object of a verb ; (5) as the object of a preposition ; (6) as a possessive.

Exercise. 1. Write six sentences each illustrating one of the six uses of pronouns.

2. Point out the pronouns in each of the following sentences and tell how each is used :

1. I am the boy whose bicycle was stolen.
2. I am he.
3. I suspect him.
4. This is he.
5. This tramp is he whom I saw on it.
6. Will you tell me where you are going ?
7. What did he tell them ?
8. Whom was she talking with ?
9. We asked every one who came down the street.
10. We questioned everybody who might tell us something about his accident.

6. Correct Use of Pronouns

In addition to the correct uses of pronouns that you have studied on other pages of this chapter,⁸¹ the following need to be understood to prevent errors :

I. A pronoun must agree in person, number, and gender with the word for which it stands. Thus :

Neither one of us was in *his* best humor. (NOT: Neither one of us was in *their* best humor.)

Every person has *his* faults. (NOT: Every person has *their* faults.)

Each girl told *her* story of the incident. (NOT: Each girl told *their* story of the incident.)

Exercise. Fill the blanks in the following sentences with suitable pronouns and give the reason for your choice :

1. Everybody should control ——— temper.
2. If anybody wishes to see me, tell ——— to wait.
3. Each player must keep ——— own score.
4. Will one of you girls lend me ——— book.
5. Each of us paid ——— share of the expenses.
6. Everybody did ——— duty.
7. Each of the baseball players had ——— own bat.
8. Every man of them took ——— medicine without flinching.
9. Anybody not wishing to contribute ——— share please say so now.
10. Every pupil was asked to write down the name of ——— favorite author.

II. A pronoun must be plural if it represents several words connected by *and*, unless these denote the same person or thing. Thus :

The secretary and the treasurer have resigned *their* offices. (Two PERSONS)

The secretary and treasurer has resigned *his* office. (ONE PERSON)
Frank and Tom traveled far to visit *their* mother.

III. A pronoun must be singular if it represents one of several singular words connected by *or* or *nor* or modified by such words as *each*, *no*, *many*, *a*, *every*. Thus :

The secretary or the treasurer has resigned *his* office.
Every main road and every byroad had *its* share of marching soldiers.
Many a one of them regretted having to leave *his* home.

Exercise. Select the proper pronoun for each of the following sentences and give the reason for your choice :

1. Everybody should have a house of (*his*, *their*) own.
2. Ask each of the boys to take (*his*, *their*) own seat.
3. Every boy and every girl must take home (*his*, *their*) books.

4. The president and manager went home in (*his, their*) own car.
5. The president and the manager went home in (*his, their*) own (*car, cars*).
6. Frank and Fred were on (*his, their*) way to (*his, their*) homes.
7. Many a boy has lost (*his, their*) good record by not sticking to (*his, their*) work.
8. No one of all those soldiers was without some sort of home of (*his, their*) own.
9. No man, no woman, no boy, no girl, can keep (*his, their*) health without obeying the laws of health.
10. Many a boy and many a girl leaves school because (*he, they*) (*does, do*) not know how important school is to (*his, their*) later success in life.
11. Let every girl make a plan of (*her, their*) own and tell it to (*her, their*) classmates.
12. I should like each of the boys and girls in this class to write (*his, their*) (*name, names*) under (*his, their*) work.

IV. A pronoun must be singular if the noun for which it **stands** is singular in meaning, and plural in form if the noun is plural in meaning. Thus :

The regiment **with *its* band is here.** (The regiment is regarded as a collection.)

The regiment **in *their* new uniforms are here.** (The individual men of the regiment are thought of in this sentence.)

The jury **brought in *its* verdict.** (The jury is regarded as a body.)

The jury **could not harmonize *their* views.** (The individuals who form the jury are thought of.)

V. When a pronoun is needed to represent several nouns of different gender, a pronoun of the masculine gender should be used. If special exactness of statement is desired, pronouns of different genders should be used. Thus :

Every boy and every girl must make up *his* own mind.

Every man or woman may cast *his* vote on this question now.

Every man or woman may cast *his* or *her* vote now.

7. Sentence Study and Review of Pronouns ⁴⁸

Exercise. What kind of sentence is each of the following? Point out the clauses in each. Point out the subject and the verb of each clause and their modifiers. Then point out all the pronouns, tell what kind each is, and explain its use in its sentence.

1. He who cannot control himself cannot control others.
2. They who do right need fear nothing here or hereafter.
3. This is he whom we visited in California.
4. Everybody who knows him knows a man that is interesting.
5. I remember the story that he told us on Thanksgiving Day.
6. What did your brother say about the remark which the soldier made?
7. Whom shall we tell about the hut which we saw in the woods?
8. The careless boy, who cut his finger yesterday, hurt himself again to-day.
9. You, she, and I went to the place near the river that the teacher had described.
10. The king who started this war must win.
11. Those who oppose him will overturn his throne.
12. Who was the man whom he introduced to each of us?
13. We are going to travel in Asia, which is the largest continent in the world.
14. It stretches from the desolate arctic shores almost to the equator.
15. Asia contains not only the highest mountains, the greatest deserts, and the most thickly peopled areas that are found anywhere in the world, but it has also some of the longest rivers.
16. Some of them wind slowly through fertile fields.
17. They are filled with boats that carry food and clothing products to crowded cities.
18. Others rush down steep slopes, overflow fields and towns, flood crops, and drown people.
19. In the future this tremendous power, which now destroys life and property, will be harnessed and will move machinery in great factories, turn mill wheels, and light crowded cities.

COMPOSITION — VIII

1. Study of a Poem

Napoleon, whose ambition kept Europe in a turmoil of war during the greater part of his career, was at last defeated at Waterloo. After being prisoner for many years at Saint Helena, he died there and was buried on English soil. Years later his body was brought to Paris. This second funeral recalled to the minds of thoughtful people the contrast between the proud career of the man and the melancholy close of his life. Some even questioned whether, in spite of all his marching armies with their gold epaulets and scarlet coats, in spite of all his military victories and the capture of thousands of cannon, Napoleon could be called a truly great man.

The poet expresses this question in the following striking stanzas. He wonders whether Napoleon himself, if he could look down from beyond the stars, would regard his ambitious and bloody record with the same satisfaction as when he proudly called half the world his own.

THE DEAD NAPOLEON

Tell me what we find to admire
In epaulets and scarlet coats,
In men because they load and fire,
And know the art of cutting throats?

And what care we for war and wrack,
How kings and heroes rise and fall?
Look yonder, in his coffin black
There lies the greatest of them all.

He captured many thousand guns ;
He wrote " The Great " before his name ;
And dying, only left his sons
The recollection of his shame.

Though more than half the world was his,
He died without a rood his own ;
And borrowed from his enemies
Six foot of ground to lie upon.

He fought a thousand glorious wars,
And more than half the world was his,
And somewhere now, in yonder stars,
Can tell, mayhap, what greatness is.

WILLIAM MAKEPEACE THACKERAY

Oral Exercise. 1. Do you admire epaulets and scarlet coats? Why does Thackeray seem to think that, in one sense, we ought not to admire them? What do they stand for? What does war stand for? What is the difference between might and right? Tell how a Napoleon is different from a strong boy on the playground who uses his greater strength to force everybody to obey him.

2. Tell your classmates² your own views about war. Talk the subject over at home before you make the outline of your speech in class.

Group Exercise. After each pupil has spoken, the class will criticize his talk. Of course these criticisms, telling both what is liked and what is not liked, are made and are received in the friendliest spirit. In addition to the questions⁵⁰ usually asked in exercises of this kind, the following one should receive attention, since pronouns have just been studied: Did the speaker make any mistakes in the use of pronouns?

Written Exercise. 1. Did you ever read about the conquest of Mexico by Cortes or the conquest of Peru by Pizarro? Had these adventurers any right to fight the peoples they conquered? Find out about these events in early American history. Or find out about the different ways in which the colonies dealt with the Indians. Then tell your classmates what you have learned.

2. Should you like to write a letter to the class as if you were Montezuma, or a citizen of ancient Peru, or a North American Indian, telling what Cortes or Pizarro or the colonists did that you think unfair? Before writing, make sure of your facts by consulting a good history.

2. Word Study

Oral Exercise. Name several good words which may be substituted for each blank in the following selection. Then decide which is the best word.

In a long (noun) of the kind on a (adjective) autumnal day, Rip had unconsciously (verb) to one of the highest (noun) of the Kaatskill mountains. He was after his (adjective) sport of squirrel shooting, and the still (noun) had echoed and reëchoed with the (noun) of his gun. Panting and fatigued, he (verb) himself, late in the afternoon, on a (adjective) knoll, covered with mountain herbage, that (verb) the brow of a precipice. From an opening between the trees he could (verb) all the lower country for many a mile of (adjective) woodland. He saw at a distance the (adjective) Hudson, far, far below him, moving on its (adjective) but (adjective) course, with the reflection of a purple cloud or the sail of a lagging bark here and there sleeping on its (adjective) bosom, and at last losing itself in the blue highlands.

On the other side he looked down into a deep mountain glen, (adjective), (adjective), and shagged, the bottom filled with fragments from the impending cliffs, and scarcely lighted by the reflected rays of the setting sun. For some time Rip (verb) musing on this scene; evening was (adverb) advancing; the mountains began to throw their (adjective) (adjective)

shadows over the valleys; he saw that it would be dark long before he could (*verb*) the village, and he (*verb*) a heavy sigh when he thought of facing the terrors of Dame Van Winkle. — WASHINGTON IRVING, "Rip Van Winkle"

Written Exercise. Rewrite the preceding selection, filling the blanks with the most suitable words you can think of. Then the teacher will tell you the words that Irving himself used.⁵⁵

Group Exercise. Let several compositions be copied on the board with omissions as in the Irving selection. Let the class supply the blanks with suitable words. Are these better than the writers'?

3. Letter Writing

Do you sometimes not know what to say when you are writing a letter to a friend? Do ideas refuse to come, no matter how hard you try to think of something interesting? What can be the reason for this?

Phillips Brooks sent many letters to his little niece Gertie, of whom he was very fond. At least twenty-five of them made such good reading that they were afterwards printed in a book. You have read one of these. Do you remember it? How did Phillips Brooks manage to write so many delightful letters? It is possible that at one time he had the same difficulty in thinking of what to write about as you have. Perhaps he said to himself at last: "I must look about me, keep my eyes and ears open, see and hear what is going on, and see and hear it not vaguely but exactly as it happens: then I shall have many things to tell about." Accordingly, as he traveled from place to place, he watched for things that would amuse, instruct, and entertain.

Think of having to write a letter in a hot hotel room where the sun is blazing in. What could one say? Read the following letter and see what Phillips Brooks said:

A LETTER FROM PHILLIPS BROOKS TO HIS NIECE *

Palace Hotel

Santa Fe, New Mexico

May 9, 1886

Dear Gertie:

It is very hot here, and the sun is shining down upon my window dreadfully. But the things one sees out of the window are very queer and interesting. The houses are built of mud, and almost all of them are only one story high. Indians and Mexicans, in bright red and white blankets, walk down the street. Funny little donkeys are wandering about, with small children riding on their backs and kicking them with their small heels. There are some barracks across the street with a flag flying, and a few soldiers lounging in the shade. Up the street there is a great cathedral, whose bells are ringing for some service. We are over seven thousand feet above the sea.

Give my best love to everybody, and be sure I am your

Affectionate uncle,

Phillips

Written Exercise. When you return home, look out of the window of your room. Look first to the right and note all there is to tell about there; then look to the left. The view on the left is different from the view on the right; notice the differences. Finally, look up at the sky and the tree tops and the neighboring roofs and chimneys. Make an outline for three paragraphs. Write as novel a letter as you can about looking out of your own window with open eyes. Address it to your classmates and read it to them in school.

Oral Exercise. Walk from your house to the grocer's and back again. Notice what there is to be seen and heard—the people, the dogs, the horses, the cars. Now look about you on your way

* From "Letters of Travel," by Phillips Brooks. Copyright by E. P. Dutton and Company, 1893.

back. Is everything the same? Not if you have sharp eyes and ears. Give a short talk to your classmates on this subject: "What I Saw and Heard on My Way to and from the Grocer's."

Written Exercise. Write the class a short account on the same subject. But take the walk again before you write, and go a different way, so that you may have a different account to read



THE VIEW FROM MY WINDOW

to the class. Think of yourself as being a newspaper reporter who wishes to report every little thing of interest that he can discover.

Correction Exercise. 1. Exchange finished reports with one of your classmates. What good points do you see in his account that it would be well for you to imitate? What mistakes has he made? Is every pronoun used correctly?

2. It might be a good plan before examining these compositions in order to see whether the pronouns are used correctly, to review the correct-use sections in the preceding grammar chapter.

4. Speaking and Writing about Subjects of Public Interest

Oral Exercise. Does a policeman sometimes pass your house? Why is he paid to do that? Who pays him? What are the duties of policemen? Talk the question over with your parents. Perhaps you or some of your classmates know a policeman who will explain his work. Perhaps he will tell some interesting stories about a policeman's life. Does a policeman need to be brave, and honest, and dependable? Find out all you can about the police department of your city. Then tell your classmates what you have learned. First arrange in good order what you have to say. If you live in the country, find out and tell who does the police work for the country people.

Group Exercise. After each pupil has spoken, the class will tell what it liked and what it did not like in his talk.

Oral Exercise. Choose that one of the following subjects about which you think you can tell your classmates something of interest and value. Read about your subject in books that your teacher or your parents will give you.⁸² But do not fail to put into your talk what you know from your own experience about your subject.⁸³ For instance, if your subject is the fire department, tell about fires you have seen, about how the firemen worked, about what they accomplished. Before speaking, decide what to tell first, what next, what last, in order that your classmates may enjoy listening to your talk.

1. The Fire Department
2. The Board of Health
3. The Street Department
4. The School Department
5. Overseers of the Poor
6. The Park Commission
7. How Children can Help to Make the City Better

Written Exercise. Find out all you can about one of the following questions.⁸⁴ Then write two or three paragraphs telling the class what you have learned. Your composition will be more likely to interest the other pupils if it speaks of what you yourself have seen or done.

1. Is a policeman always a policeman? That is, when off duty can he act as a policeman and arrest a person who is breaking a law?

2. What would you do if your neighbor's house were on fire?

3. How can people who live in the country protect themselves against fire?

4. Do you know of any fireman who has shown himself to be a hero?

5. What is done with all the refuse and rubbish in your town or city?

6. Who pays for the state roads? Who cares for them?

7. How does your city or town deal with tramps?

8. What is done with the orphan children in your town or city?

9. About how much does it cost to educate each pupil in the public schools? Who pays this?

10. Name certain parts of your city where playgrounds are needed. Why do you think that they are needed in these parts?

11. Where would it be well to establish a public park in or near your town or city? Why? (Can you lay out a beautiful park to fill this need, making a drawing on the board and explaining it?)

12. Would it pay your town or city to maintain a permanent public exhibit of the products of its industries? In what ways?

Group Exercise. 1. As the papers are read aloud, the class will point out what is particularly good in each one, and in what respect each can be improved.

2. Then several of these papers should be copied on the board, or reread aloud slowly, for criticism of the separate sentences.

(a) Are there any mistakes in the use of pronouns?

(b) Are there any other mistakes in grammar?

5. Speaking at a Public Meeting

Are the streets in your town or city as clean as they should be? Ought the fire department or the police department to be enlarged? Are there parks and playgrounds enough? Should there be a new schoolhouse, with a gymnasium and a swimming pool for the pupils? What could be done to make your town or city a better place to live in?

Oral Exercise. 1. Think about the last question. Discuss it with your father and mother. Prepare to tell your classmates in a short talk what you believe could be done. You will be interested in what *they* have to say; and they will want to know what *your* ideas are. Explain them clearly, fully, briefly.

2. If you and your teacher think it would be a good plan to discuss this important question in public, so that older people may hear what schoolboys and schoolgirls believe about the management of public affairs, plan a public meeting with your classmates. The following are some of the questions to be considered:

1. Who shall speak at the public meeting?
2. What part of the subject shall each speaker talk about, and how much time shall he have?
3. Will next Friday afternoon be a good time for the meeting? In what room of the schoolhouse shall it be held?
4. Shall the pupils of other grades be invited, and who else besides all the pupils' parents?

Work out a clear plan in your own mind; then explain it to your classmates and defend it against objections.

Written Exercise. Send out invitations to all whom you wish to have at the meeting. These invitations may be informal—that is, simply letters, such as you ordinarily write your friends, that explain the meeting and ask each receiver to attend—or

they may be formal. If you have forgotten how to write a formal invitation, refer to the models in the Appendix.⁵⁸

Oral Exercise. When the day of the public meeting arrives and the visitors have taken their seats, remember the purpose of your talk as you rise to speak. You wish to tell your audience as clearly, forcibly, and satisfactorily as you can what you think could be done to make your town or city a better place to live in. Forget everything but this. Speak in such clear sentences that your hearers will be convinced that you are right. Your preceding talk on this subject will make it easier for you to speak well now. But perhaps it will be prudent for you and the other speakers to prepare yourselves still more by having several additional discussions of the subject.

Written Exercise. After the meeting is over, write a short report of it for the newspapers. Your classmates will write such reports, too, and then the class will choose the most suitable ones.

6. Explaining Things

Oral Exercise. Explain briefly what one of the following things is :

- | | | |
|-----------------|--------------------|----------------|
| 1. umbrella | 8. buttonhook | 15. oil stove |
| 2. fountain pen | 9. grindstone | 16. locomotive |
| 3. motor truck | 10. sewing machine | 17. flashlight |
| 4. thimble | 11. bread mixer | 18. telephone |
| 5. safety pin | 12. rolling pin | 19. phonograph |
| 6. clock | 13. egg beater | 20. microscope |
| 7. bicycle | 14. sling shot | 21. telescope |

Group Exercise. The two principal questions that will be kept in mind by your classmates as they listen to your explanation are :

1. Was the explanation satisfactory, or were important items omitted?
2. Was the explanation made in good English?

7. Speaking from Outlines

Oral Exercise. 1. Is there a large factory near your school or home? Is there, not too far away, a large department store that you can visit? A brick yard? A printing press? A bakery? A newspaper office? A laundry? A mine? A fruit farm? A grain farm? Is a long bridge or a high building being put up in your city? Go to see the work and the workers. If there are boys or girls employed, find out what they are doing and how much they are being paid for it. When you return home, think over what you have seen and heard, and arrange your thoughts in order. Next day give the class a three-minute talk on "Different Kinds of Work I Have Seen, and What I Think of Them." But before you speak, write your outline on the board, so that the other pupils can see whether you are following it. The class will tell what it liked and did not like in your talk.

2. Choose a subject from the following list or, better still, select one of your own; plan your outline for a short talk, and give the talk:

1. How I Help My Mother with the Housework
2. What a Boy Can Do to Help at Home
3. Should Eighth-Grade Pupils Earn Their Spending Money?
4. Do Any Eighth-Grade Studies Fail to Prepare Pupils for Making a Living?
5. My Favorite Study and How It Will Help Me after I Leave School
6. Why Are School Children More Fortunate than Those Who Leave School to Earn Money?
7. "Blind-Alley" Positions
8. The Purpose of Studies That Do Not Prepare One to Make a Living
9. What a Boy Learned in a Boys' Corn Club
10. What a Girl Learned in a Girls' Canning Club

8. Capitals and Punctuation Marks

Group Exercise. Tell your teacher, who will rewrite on the board the selection that follows, which words to begin with capital letters and where to insert punctuation marks. In each instance turn to the Appendix,¹⁴ and find there the rule for capitals or for punctuation marks which applies. Read that rule to the class. The class will decide whether you are right.

a merry christmas uncle god bless you cried a cheerful voice it was the voice of scrooge's nephew who came upon him so quickly that this was the first intimation scrooge had of his approach

bah said scrooge humbug

christmas a humbug uncle you don't mean that i am sure

i do said scrooge merry christmas what right have you to be merry what reason have you to be merry you're poor enough

come then returned the nephew gayly what right have you to be dismal you're rich enough

scrooge having no better answer ready said bah again and followed it with humbug. — CHARLES DICKENS, "A Christmas Carol"

Dictation Exercise. 1. Study the following selection for capitals and punctuation marks, then write it from dictation. Correct your mistakes by comparing with the book what you have written.

Long, long ago, when this world was in its infancy, there was a boy who had neither father nor mother. In order that he might not be lonely, another child, fatherless and motherless like himself, was sent from a far country to live with him and be his playfellow. Her name was Pandora.

The first thing that Pandora saw when she entered the cottage where the boy lived was a great box. And almost the first question which she put to him, after crossing the threshold, was this:

"What have you in that box?"

"My dear little Pandora," answered the boy, "that is a secret, and you must be kind enough not to ask any questions about it. The box was left here to be kept safely, and I do not know myself what it contains."

"But who gave it to you?" asked Pandora. "And where did it come from?"

"That is a secret, too," answered the boy.

"How provoking!" exclaimed Pandora, pouting her lip. "I wish the great ugly box were out of the way."

"Oh, come, don't think of it any more," cried the boy. "Let us run out of doors and play with the other children." — HAWTHORNE, "A Wonder-Book"

2. Study a passage that your teacher will select from your reader; then write it from dictation. Then compare with the book what you have written, and correct your mistakes.

Exercise. Read in the newspaper or in a periodical or book an interesting anecdote about a great man. Study it for capitals and punctuation marks. Then come to class prepared to write it on the board correctly, as you remember it.

Group Exercise. Let all the pupils spend the first few minutes of the class period writing their anecdotes neatly on the board. The entire class will then criticize each one, paying special attention to the use of capital letters and punctuation marks.

Dictation Exercise. Study, then write from dictation, the following selection:

It is almost a definition of a gentleman to say he is one who never inflicts pain. The true gentleman carefully avoids whatever may cause a jar or a jolt in the minds of those with whom he is cast, his great concern being to make all at their ease and at home. He has his eyes on all his company; he is tender towards the bashful, gentle towards the distant, and merciful towards the absurd. He is seldom prominent in conversation, and never wearisome. He is never mean or little in his disputes, never takes unfair advantage, and never mistakes personalities or sharp sayings for arguments. He may be right or wrong in his opinion, but he is too clear-headed to be unjust. — JOHN HENRY NEWMAN, "The Idea of a University" (Adapted)

REVIEW AND DRILL—VIII

1. Grammar Review

The fugitive emperor Napoleon, defeated at Waterloo, hastened to the coast, but found it so carefully guarded by English ships that he decided to throw himself upon the generosity of the English nation. The British government treated him, however, as a dangerous prisoner of war rather than as a retired foreign general and statesman of distinction who desired, as he claimed, to finish his days in peaceful seclusion. He was banished with a few companions and guards to the remote island of Saint Helena. Here he spent the six years until his death on May 5, 1821, brooding over his past glories and dictating his memoirs, in which he strove to justify his career and explain his motives. — ROBINSON and BEARD, "Outlines of European History"

Oral Exercise. Of course you know what a noun is. But how many nouns can you point out in the preceding passage? Tell why you call each of these words a noun. In the same way point out as many pronouns, adjectives, adverbs, verbs, prepositions, and conjunctions as you can.

2. Drill in Correct Usage²⁷

Oral Exercise. 1. Repeat several times the sentences that follow, noticing the pronouns. This exercise will help you to avoid some of the common errors in the use of pronouns.

1. Is that you? Yes, it's I. But it was not I who knocked.
2. It was he who did it. I think it was he who did it before.
3. Is it she whom I see walking on the street? It is she.
4. It's not we, but they, who make all the trouble. It's they.

5. Whom do I see? Whom shall you vote for? Whom is it about?
6. It is they whom we must defeat. It is we who must defeat them.

2. Make sentences containing the pronouns *I, he, she, we, they*, used as predicate words.

3. Read the following repeatedly :

1. He and I were on our way to the woods.
2. I am older than he, but he is taller than I.
3. He does n't live on my street. I don't live near him.
4. His uncle and aunt live in the country. He and I often go there.
5. You and he and I are stronger than they.
6. They hurt themselves. My friend hurt himself.

4. Use in sentences of your own the following groups of words :

he and I
than I
than he
than we

him and me
her and me
she and I
we and they

3. Game—*Building Sentences*

Playing the game of building sentences, which is explained on page 124, will help you to use better sentences in your speaking and writing. The following groups of words furnish new material for this game. As you see, they are the bare essentials of sentences waiting for modifiers.⁶¹

- | | |
|------------------------------------|-------------------------------|
| 1. Sailor discovered continent. | 9. Island seemed uninhabited. |
| 2. Birds sang. | 10. Flowers were strange. |
| 3. Traps caught mice. | 11. Cow gave milk. |
| 4. Night was dark. | 12. Boys heard sound. |
| 5. Building was store. | 13. Animal seemed afraid. |
| 6. Coin was dollar. | 14. Daughter stained apron. |
| 7. Newspaper is <i>The Times</i> . | 15. Mother invited children. |
| 8. Girl lost position. | 16. Shot killed lion. |

4. Additional Sentences for Study

Oral Exercise. Point out the principal and the subordinate clauses in the sentences below ; name the subject and the verb of each and their modifiers ; explain the use of each pronoun.

1. The camel, which is sometimes called the ship of the desert, is the only animal that can easily carry passengers and freight across that ocean of sand.

2. The Sahara, which is the largest desert in the world, is not a smooth and level stretch of land.

3. In some parts of it are high mountains which the travelers crossed with great difficulty.

4. A hunter who spent many months in Africa saw one day a very large and noble-looking lion that was gnawing the ribs of a zebra.

5. The African elephant has very large ears, which cover the whole of his shoulders.

6. When he is startled, the rhinoceros goes madly forward like a buffalo, and charges right and left through everything large or small that is in the way.

7. From the top of one of the pyramids, which by the way are difficult climbing, you may see Cairo, which is the largest city in Africa, and the farm lands around it, that look like a checkerboard of green and brown.

8. When the hot day's work is done, the Arabs gather brush and roots for a fire over which they cook their supper.

9. Murad's father, who was a guide for caravans, once rode over two hundred miles in three days on one of his best dromedaries.

10. The boy whose arrow hit the bull's eye of the target was given all the arrows of the boys who had tried and failed.

11. Heaven is not reached at a single bound ;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.

J. C. HOLLAND

12. Did you hear of the curate who mounted his mare,
And merrily trotted along to the fair?

T. L. PEACOCK

13. There's a flower that shall be mine;
'Tis the little Celandine.

WORDSWORTH

14. He, who serves well and speaks not, merits more
Than they who clamor loudest at the door.

LONGFELLOW

15. No such sight can I remember
Half so precious, half so tender,
As the apple blossoms render
In the spring.

WILLIAM MARTIN

5. A Class Magazine

It would be interesting for the pupils of the class to issue a magazine every two weeks or every month, made and edited entirely by themselves. Each number would have its own editor who would choose his associates, and the editorial staff would receive contributions from all the pupils in the class—little stories, accounts of happenings, school history, proposals and explanations of plans, everything and anything that the writers thought would interest the class. The editorial staff would sort all these, choose the most suitable, arrange and paste them on sheets of paper, and at a time set aside for it, perhaps on Friday afternoon, read the magazine to the class. Then the magazine could be kept on the teacher's desk for further enjoyment, as pupils have time to look it over. Each editor and staff would take pride in getting out an interesting number.¹⁰⁷

CHAPTER NINE

ADJECTIVES⁶⁸

1. Introduction

We know that an adjective is a word used with a noun or a pronoun to point it out or to describe it. Is there anything more that we need to know about adjectives in order to be able to use them correctly and effectively in our speaking and writing? Let us see.

Exercise. 1. Are the following three sentences complete — are they sentences? Are there any adjectives in them?

1. Birds belong to merchants.
2. Fowl, with comb, utters cry.
3. Persons stopped to inspect animals.

These sentences are what is left of three other sentences that have been stripped of their adjectives. They show that we can express our thoughts without adjectives, but not easily or satisfactorily. Without adjectives many of our sentences would be as bare and colorless as most statements in telegrams.

2. The following are the original three sentences. Name the adjectives.

1. These strange, green birds belong to those two wealthy Japanese merchants.
2. The largest fowl, with a brilliant red comb, utters that loud, unpleasant cry.
3. Many curious persons stopped to inspect these interesting, bright-colored animals.

2. Different Ways in which Adjectives Modify Nouns and Pronouns

Exercise. Which of the adjectives in the preceding sentences describe the nouns they modify? Which of them point out rather than describe? Have we studied the words *these*, *that*, and *many* in another chapter? What do you remember about them? ⁸⁵ Are they used as adjectives in these sentences? Why do you think so?

Most adjectives modify by describing; as *strange*, *wealthy*, *green*, *Japanese*, *curious*, *bright-colored*.

Some adjectives modify nouns by telling how many or how much; as *two*, *three*, *ninety-nine*, *many*, *some*, *all*, *much*, *more*, *most*, *both*, *any*, *each*, *few*, *one*, *a* (*an*).

Some adjectives modify nouns by pointing out; as *this*, *these*, *that*, *those*, *the*.

Exercise. 1. In the following sentences the words in italics are adjectives. What noun does each modify?

1. *The new* boy enjoyed *the cheerful* schoolroom, *the lively* games, *the pleasant* children.

2. Exercise makes *firm* muscles; laziness makes *flabby* muscles.

3. *The fast* runner soon caught *the tired* old horse.

4. *The red* blood from *the* wounds stained *the* boy's *white* cotton shirt.

5. *This* kind of clothes is becoming to her.

6. *These* clothes belong to *some* boys who live here.

7. *All* pupils like *that* sort of books.

8. *Those* books were bought at *another* store.

9. *Four* girls were invited to a party on *the second* day of March.

2. Name several adjectives that might be used to describe a house; a horse; an automobile; a book; a pencil; a button; a watch; a suit of clothes; a hat; a view from a window. The class will decide whether each adjective is well chosen.

3. Make sentences that contain adjectives ; point out the adjectives, and tell what noun each modifies.

Some adjectives are made from proper nouns. Thus, the adjective *Mexican* is derived from the noun *Mexico*, the adjective *Spanish* from the noun *Spain*, the adjective *Japanese* from the noun *Japan*. These adjectives may be called **proper adjectives**.

We know with what kind of letter a proper noun should begin. Proper adjectives too should begin with capital letters.

Group Exercise. Let several pupils write on the board sentences containing proper adjectives formed from the following proper nouns. The entire class will watch closely to detect mistakes. Then other pupils may write, and others, until every pupil has shown that he knows how to write proper adjectives.

China	Portugal	Greece	France	Egypt
Alaska	Peru	Norway	Iceland	Scotland
Brazil	Italy	Turkey	Sweden	Canada
India	Africa	Asia	Europe	Austria
America	Germany	Russia	England	Christian
Poland	Belgium	Denmark	Chile	Orient

Exercise. Point out the adjectives in the following sentences. Sometimes an adjective in the predicate of a sentence describes the subject of the sentence. Thus :

The day is *rainy*. The boy is *quick*. The girl is *polite*.

1. He is a shrewd man of business.
2. He is shrewd, but he is also a generous fellow.
3. A little learning is a dangerous thing.
4. The musician played a lively tune, and the merry children danced old-fashioned dances which they knew.
5. The French boys were astonished to see the Spanish vessel.
6. It was a rainy day in the gloomy month of November.
7. The two windows of my bedroom looked out among tiled roofs.

8. In one corner of the yard was a stagnant pool of water.
9. Near the cart was a half-dozing cow.
10. Everything was comfortless and forlorn.
11. I was lonely and listless.
12. I decided to enter into conversation with the first traveler I met.
13. Some travelers of the present time lead the same kind of roving, adventurous life as the knights-errant of olden times.
14. I found two or three worthies of this class in the public room.
15. A vigilant, vinegar-faced woman sat at the opposite window.

Group Exercise. Let several pupils' compositions be copied on the board or read aloud slowly to the class, in order that the adjectives in them may be pointed out. What noun or pronoun does each adjective modify? Which adjectives in the compositions are particularly well chosen?

3. Comparison of Adjectives

Exercise. Read the following three sentences, and notice the adjectives in italics:

This building is *high*.

This building is *higher* than that one.

Yonder building is the *highest* of all.

How many degrees of height have we in these three sentences?
How many forms has the adjective *high*?

Most adjectives have three forms.

These forms are called **degrees of comparison**.

The **positive degree** of an adjective is its simplest form; as *high, tall, strong, rich, happy, long, short*. The positive degree merely names the quality without suggesting comparison. Thus:

A *happy* family, a *bright* girl, a *narrow* escape, a *long* trip.

The **comparative degree** of an adjective is the form, usually ending in *er*, that denotes a higher degree of the quality in one person or thing than in another. Thus :

John is *taller* than Frank.

Smith is *richer* than Brown.

The **superlative degree** of an adjective is the form, usually ending in *est*, that denotes the highest degree of the quality named by the adjective. The superlative degree is used in comparing an object with two or more objects. Thus :

Of the three, Mary is the *quickest*.

The *highest* mountain in the world.

Most adjectives are compared by adding *er* and *est* to the positive degree. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
long	longer	longest
short	shorter	shortest
poor	poorer	poorest
sweet	sweeter	sweetest

But an adjective that ends in silent *e* (as *wise, fine, handsome*) drops this *e* before adding *er* or *est*. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
wise	wiser	wisest
fine	finer	finest
handsome	handsomer	handsomest
pure	purier	purest

Most adjectives that end in *y* change the *y* to *i* before adding *er* or *est*. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
happy	happier	happiest
manly	manlier	manliest
sorry	sorrier	sorriest
dry	drier	driest

Adjectives that end in a consonant preceded by a short vowel double the consonant before adding *er* or *est*. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
thin	thinner	thinnest
dim	dimmer	dimmest
wet	wetter	wettest
sad	sadder	saddest
fat	fatter	fattest

Exercise. 1. Compare the following adjectives :

bright	rude	heavy	mighty
dull	lovely	small	juicy
fat	brave	large	gentle
happy	slow	shy	noble
merry	fast	lucky	quick
worthy	pretty	hot	thick

2. Use in interesting sentences the comparative degree of each of the adjectives in the preceding exercise ; in the same way, the superlative degree of each.

Some adjectives are compared by the use of the adverbs *more* and *most*.⁸⁶ Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
triumphant	more triumphant	most triumphant
beautiful	more beautiful	most beautiful
content	more content	most content
economical	more economical	most economical

Exercise. 1. Can you see the reason for using *more* and *most* with the adjectives above, and others like them, rather than the usual endings *er* and *est* ? Try to compare *triumphant*, *economical*, and other long adjectives by adding *er* and *est*.

2. Use in sentences the comparative and superlative degrees of the long adjectives above.

A few adjectives form their degrees of comparison irregularly.
Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
well (in good health)	better	best
bad	worse	worst
ill (in bad health)	worse	worst
many	more	most
much	more	most
little	less	least
far	{ farther { further	{ farthest { furthest
late	{ later { latter	{ latest { last
near	nearer	{ nearest { next
old	{ older { elder	{ oldest { eldest

Some adjectives, because of their meaning, are incapable of comparison. Such are: *double, horizontal, vertical, perpendicular, perfect, ideal, dead, infallible, supreme, circular, rectangular.*

Exercise. Make sentences, each containing one of the following adjectives (1) in the positive, (2) in the comparative, and (3) in the superlative degree :

long	lucky	fat	economical	ill	good
wide	worthy	thin	beautiful	bad	many
fine	kindly	noble	fashionable	well	much

4. The Uses of Adjectives in Sentences

Exercise. 1. Point out the adjectives in the following sentences, and tell the use of each in its sentence :

1. The savory dinner was at length carried in.
2. The roast, fragrant and steaming, followed the soup.

3. The bread tasted sweet.
 4. The butter, grainy and yellow, was appetizing.
 5. The pudding was delicious.
2. Make a list of the different uses of the adjectives.
 3. Compare your list with the following :⁸⁷

a. An adjective may be used as the modifier of a noun or a pronoun. The adjective may precede the word it modifies or may follow it. Thus :

An *angry* farmer drove the boys out.

The farmer, *angry, determined, breathless*, drove the boys out.

b. An adjective may be used as the predicate word in a sentence. The predicate word, although it is in the predicate, always defines, describes, explains the subject of the sentence. Thus :

The farmer was *angry* and *determined*.

The milk tasted *sour*.

The teacher seemed *happy*.

The boy looked *bright*, and he was *bright*.

Exercise. Point out the adjectives in the following sentences, and tell the use of each in its sentence :

1. Peter Stuyvesant was a straightforward man.
2. Complimentary speeches could not stir him greatly.
3. He sent a secret message to his waiting friends at Manhattan.
4. This message alarmed his timid friends.
5. They were very much afraid.
6. Suspicious and afraid, they sent him no reply.
7. The formidable enemy upset all his plans.
8. He was greatly puzzled.
9. Every day brought some new cause for alarm.
10. Nevertheless, patient waiting won for him a remarkable victory.

Group Exercise. 1. Groups of several pupils will go to the board in turn, and the members of each will write short interesting sentences containing adjectives used as the modifiers of nouns. Let each pupil read his sentences, point out the adjectives in them, and explain their use. The class will call attention to errors.

2. Now let other groups of pupils take turns at writing sentences, each containing an adjective used as the predicate word in the sentence. The class will criticize these as it did the preceding ones.

5. Correct Use of Adjectives

I. Since the predicate word of a sentence always defines, describes, explains the subject, it cannot be an adverb.⁸² But an adjective may be used as the predicate word in a sentence. As you remember, the predicate word follows such verbs as *is*, *sound*, *look*, *seem*, *smell*, *taste*, *feel*, *appear*. Thus :

I feel *happy*. (NOT: I feel *happily*.)

That sounds *beautiful*. (NOT: That sounds *beautifully*.)

The patient feels *bad*. (NOT: The patient feels *badly*.)

How *sweet* that flower smells. (NOT: How *sweetly* that flower smells.)

The bride looked *charming*. (NOT: The bride looked *charmingly*.)

The man appeared *honest*. (NOT: The man appeared *honestly*.)

II. An adjective cannot modify a verb; hence it cannot take the place of an adverb. Thus :

Speak *boldly*. (NOT: Speak *bold*.)

Close the door *carefully*. (NOT: Close the door *careful*.)

Sit *quietly* and speak *softly*. (NOT: Sit *quiet* and speak *soft*.)

The bird sings *sweetly*. (NOT: The bird sings *sweet*.)

Exercise. Select the correct word for each of the following sentences and give the reason for your selection :

1. Your sister's voice is (*sweet, sweetly*).
2. Your sister's voice sounds (*sweet, sweetly*).
3. Your sister sings (*sweet, sweetly*).
4. These grapes taste (*sweet, sweetly*).
5. These grapes are (*sweet, sweetly*).
6. The grapes dried (*rapid, rapidly*).
7. The flowers smelled (*sweet, sweetly*).
8. The girl smiled (*pleasant, pleasantly*).
9. The girl looks (*pleasant, pleasantly*).
10. The girl is (*pleasant, pleasantly*).

III. *Them* is always used as a personal pronoun and never as an adjective. Thus :

Those horses. (NOT: *Them* horses)
Yonder houses. (NOT: *Them* houses)
Those children. (NOT: *Them* children)

Exercise. Select the correct word for each of the sentences that follow, and explain your selection :

1. See (*those, them*) frisky goats.
2. Did you ever see (*them, those*) before?
3. I heard (*them, those*) school children.
4. What are (*those, them*) sounds I hear?
5. Don't you hear (*those, them*)?
6. I ate too many of (*those, them*) sweet apples.
7. See (*those, them*) on that corner tree.

IV. *This* and *that* are singular; *these* and *those*, plural. Hence :

I like *this* kind of clothes. (NOT: I like *these* kind of clothes. Since the noun *kind* is singular, the adjective that modifies *kind* must be singular too.)

That sort of boys can be trusted. (NOT: *Those* sort of boys can be trusted. The noun *sort* is singular.)

Exercise. Choose the correct word for each of the following sentences, and explain your choice :

1. (*This, these*) kind of people always succeeds.
2. (*These, this*) kinds of apples are my favorites.
3. (*That, those*) sorts of pens are not suitable for (*this, these*) kind of children.
4. (*These, them*) children need (*that, those*) dull kind.
5. (*That, those*) kind of men cannot be defeated.
6. (*That, those*) sort of girls usually can cook a good dinner.

V. The comparative degree is used when one person or thing is compared with another ; the superlative when one person or thing is compared with two or more. Thus :

John and James are both *strong*, but John is the *stronger*. (NOT: John is the *strongest*.)

Here are two books. Which is the *better*? (NOT: Which is the *best*?)

Of the two, this is the *faster* train. (NOT: Of the two, this is the *fastest* train.)

Of the three, Mary is the *brightest*. (NOT: Of the three, Mary is the *brighter*.)

Exercise. Fill each blank below with the correct form of the adjective in parentheses, explaining why you think the form is correct :

1. (*good*) I want to buy a ——— fountain pen.
2. (*good*) Show me the ——— you have.
3. (*good*) I like this one ——— than that one.
4. (*healthy*) Are you ——— than John?
5. (*healthy*) Is Frank the ——— boy on the team?
6. (*strong*) Who is ———, you or your brother?
7. (*tall*) Which building is ———, that one or this one?
8. (*young*) Who is the ———, Fred or Tom?

VI. The adjective *other* is properly used with the comparative degree, improperly with the superlative. Thus :

New York is larger than any *other* city in the United States. (NOT: larger than any city in the United States.)

New York is the largest of all the cities in the United States. (NOT: the largest of all the *other* cities.)

VII. *More* and *most* are added to the positive degree, never to the comparative or the superlative. Thus :

This picture is *more beautiful* than that. (NOT: *more beautifuller*)

This pupil is the *most worthy*. (NOT: the *most worthiest*)

Exercise. 1. Fill each blank below with the correct form of the adjective in parentheses. Explain each form as you give it.

1. (*large*) Chicago is — than any other city in the Middle West.
2. (*large*) Texas is the — state in the United States.
3. (*large*) It is — than (*any, any other*) state.
4. (*economical*) Susan is — than her sister.
5. (*economical*) In fact, Susan is the — of all the girls I know.
6. (*economical*) She is — than (*any, any other*) schoolgirl.
7. (*fashionable*) Mrs. Davis is the — dressmaker in the city.
8. (*fashionable*) She is — than (*any, any other*) dressmaker in town.

2. In the following sentences select the correct words and give the reason for each selection :

1. I like (*this, these*) sort of apples.
2. (*That, those*) kind of stories always makes me sad.
3. Both girls are pretty, but Jane is the (*prettier, prettiest*).
4. Boston is larger than (*any, any other*) city in New England.
5. London is larger than (*any, any other*) city in Europe.
6. Seattle is the largest of (*all, all other*) cities in Washington.
7. Do not bother us with (*this, these*) sort of fooleries.
8. Which is the (*stronger, strongest*), a horse or a mule?
9. Which is the (*larger, largest*), California, Texas, or Montana?
10. This building is more (*beautiful?*) than that.
11. This building is the most impressive of (*all, all other*) buildings that I have ever seen.

12. It is the finest of (*all, all other*) buildings.

13. It is finer than (*any, any other*) building.

3. Select the correct words for the following sentences and in each instance give the reason for your selection :

1. How (*sweet, sweetly*) your mother sings.
2. Speak (*quiet, quietly*) so that they will not hear us.
3. Be (*quiet, quietly*).
4. The young man appears (*honest, honestly*).
5. How (*beautiful, beautifully*) the mountains look !
6. The poor boy is feeling very (*bad, badly, ill*) to-day.
7. The apple blossoms smelled (*sweet, sweetly*).

6. Sentence Study⁴⁸ and Review of Adjectives

Exercise. 1. Pick out the adjectives in the following sentences. Tell (1) the degree of each (if comparative or superlative) and (2) the use of each.

1. Instead of hard coins his fingers touched warm, soft curls.
2. In utter amazement Silas fell on his knees and bent his gray head.
3. Little things — twisted roots, trailing vines, dead and rotten wood — made me stumble.
4. Duncan immediately commenced, in an embarrassed voice, the half-forgotten message.
5. The whole story of the capture of Quebec is full of romantic splendor and pathos.
6. The Armenian's little white mare paced toilingly through the loose sand.
7. Don Quixote sought out one of his neighbors, a country laborer and a good honest fellow, though poor in purse and poor in brains.
8. I lay down on the grass, which was very short and soft.
9. What is necessary for true success in life ?
10. Another ant carried the oval body to a steep incline of loose sand.

2. Point out the adjective clauses in the following sentences.⁸⁸
What noun or pronoun does each modify? What kind of sentence is each of the following?

1. An Italian gentleman, who sailed with Magellan, wrote an account of the voyage around the world.

2. In 1519 the little fleet, which consisted of five old ships, sailed from Spain.

3. Magellan had to put in irons an officer who tried to raise a mutiny among the sailors.

4. On the coast of Patagonia they found men who were giants in size but of a gentle and hospitable disposition.

5. In Patagonia, where further mutiny broke out, they stayed several months.

3. Which of each pair of sentences below do you think expresses the thought better? Which seems more sensible?

1. The foreign gentleman's daughter went to the dentist, and she had a toothache. (COMPOUND SENTENCE)

2. The foreign gentleman's daughter, who had a toothache, went to the dentist. (COMPLEX SENTENCE)

3. The captain selected five men, and he had no doubt about their courage. (COMPOUND SENTENCE)

4. The captain selected five men about whose courage he had no doubt. (COMPLEX SENTENCE)

5. A strange fish had wings and it was caught by a sailor. (COMPOUND SENTENCE)

6. A strange fish, which had wings, was caught by a sailor. (COMPLEX SENTENCE)

We need both compound and complex sentences to express our thoughts. But every *poor* compound sentence should be changed; often it can be changed to a good complex sentence by making an adjective clause of one of the independent clauses.

Exercise. Change the following poor compound sentences into good complex sentences :

1. The first person made his appearance, and he was my brother Tom.
2. The man took me to the circus, and he was none other than my uncle.
3. Thomas started the trouble, and he always is an unreliable fellow.
4. The girls won the debate, and they usually do talk better than boys.
5. Miss Cook gave Uncle Silas a nudge with her elbow, and she wished to warn him not to talk so loud.
6. The black horse was responsible for the stampede, and he had not been watched carefully by the riders.
7. The girl lived next door to us, and she had a dangerous cold.
8. The old bridge had long been avoided by careful people, and it came down at last with a crash.
9. The pupil does not speak good English, and he is studying his grammar very hard.
10. The stokers had been fighting the fire for days, and they were glad to reach the harbor, where the fire boats could help.

Group Exercise. 1. Several recent compositions should be copied on the board or read aloud slowly. The entire class will study these, a sentence at a time. The following questions will help in this study :

1. Can any of the sentences be improved by adding suitable adjectives that make the thought clearer or more emphatic ?
2. Can any of the compound sentences, if they are unsatisfactory, or any two or three simple sentences, if these are unsatisfactory, be made into good complex sentences ?
2. Other compositions should be studied, corrected, and improved in the same way.

COMPOSITION — IX

1. Choosing Suitable Adjectives

A throng of — men, in — garments, and —, — hats, intermixed with women, some wearing hoods and others —, was assembled in front of a — edifice, the door of which was heavily timbered with oak and studded with — spikes.

Before — — edifice, the jail of the settlement, and on one side of the portal, was a — rosebush, covered, in this month of June, with its — gems, which might be imagined to offer their fragrance and — beauty to the prisoner as he went in, and to the — criminal as he came forth to his doom, in token that the — heart of Nature could pity and be — to him.

Oral Exercise. The preceding selection is from Hawthorne. Insert suitable adjectives where the blanks are. Think of several adjectives for each blank, then choose the one that seems to you the most appropriate.

Written Exercise. Write the selection as completed by you. Then compare it with the original passage given on page 150.

You see how desirable it is to choose one's adjectives with care. If well selected, they give definiteness, color, and completeness to one's sentences.

Oral Exercise. The teacher will copy on the board one or more paragraphs from your reader or some other book, leaving blanks where there are adjectives. Find several suitable adjectives for each blank. When you have selected the adjective that seems best fitted for each place, the teacher will tell you the adjectives that were used by the author of the selection.⁸⁹

Oral Exercise. 1. Substitute other adjectives for *fine* and *good* in the following sentences. Try to find adjectives that have not been overworked, that have freshness and charm.

We had a *fine* time.

We had a *good* time

You could use the words *enjoyable, pleasant, jolly, gay, happy*. But there are many others. Make as long a list as possible of suitable adjectives. Select the two or three that you like best.

2. For each of the adjectives in italics in the sentences below, name several adjectives that could be put in its place. Substitute the best of these in the sentence. Has the sentence been improved in any way?

1. He is a *fine* speaker. 2. They bought a *fine* piano. 3. That is a *fine* horse. 4. See that *fine* building. 5. This is a *fine* program. 6. The book that you recommended is *fine*.

1. The old doctor is a *good* man. 2. He is a *good* physician. 3. He has a *good* practice. 4. He has a *good* wife. 5. He went to a *good* school.

1. The weather is *beautiful*. 2. Your new dress is *beautiful*. 3. That poem is *beautiful*. 4. What a *beautiful* view this is from your window! 5. Her face is *beautiful*. 6. When I was sick, she wrote me a *beautiful* letter.

1. That is a *nice* pin you have. 2. It was *nice* of you to visit me. 3. Did you have a *nice* time? 4. The speaker made a *nice* distinction between love of country and love of humanity. 5. They had a *nice* dinner at the new restaurant.

1. I think his conduct is *awful*. 2. An *awful* wind began to blow. 3. The cold was *awful*. 4. The heat was *awful*. 5. His manners were *awful*.

1. We won a *great* victory. 2. Isn't this a *great* day? 3. I feel simply *great*. 4. He is a *great* man. 5. It was a *great* performance. 6. It was a *great* treat. 7. This is a *great* book. 8. Her voice was *great*.

1. He is a *wonderful* man. 2. It was a *wonderful* speech. 3. His was *wonderful* acting. 4. Isn't this a *wonderful* day! 5. It's *wonderful* weather we're having. 6. She is a *wonderful* teacher. 7. The scene was *wonderful*.

The following adjectives might be used to describe a book: *interesting, readable, absorbing, novel, entertaining, amusing, excellent, instructive, valuable, admirable, great, good*. There are many others.

Oral Exercise. 1. Give five adjectives, or more if you can, that might be used to describe a day; five to describe a face; five to describe a clock.

2. Make similar lists descriptive of the following: a dog; a tree; a watch; a load of coal; a basket of groceries; a lead pencil; a chair; a pair of mittens; a smile; a voice.

Group Exercise. 1. Let several compositions be copied on the board, a blank being left wherever there is an adjective. The class may then suggest suitable adjectives for each blank. When the best has been selected, it may be compared with the adjective that the writer of the composition used.

2. If additional adjectives will improve the compositions, the class may suggest such, and the best of these may be inserted in the proper places.

3. Can any sentences be improved by the addition of adjective clauses?

2. Description

Here comes Miss Hepzibah Pyncheon! Forth she steps into the dusky, time-darkened passage; a tall figure, clad in black silk, with a long and shrunken waist, feeling her way towards the stair like a near-sighted person, as in truth she is.—HAWTHORNE, "The House of the Seven Gables"

It was in the back yard of the inn that a man was busily employed, early that morning, in brushing the dirt off a pair of shoes. He was

habited in a striped waistcoat, with black calico sleeves, and blue glass buttons; drab breeches and leggings. A bright red handkerchief was wound in a very loose and unstudied style around his neck, and an old white hat was carelessly thrown on one side of his head. — CHARLES DICKENS, "Pickwick Papers"

Oral Exercise. 1. Should you be surprised if you saw these two persons walking down the street together? Why? Read the two descriptions again; then answer the question again.

2. Do you know anybody who resembles Miss Hepzibah? Does Hawthorne's description fit your acquaintance exactly? In what particulars does it not fit? Give a short description of her so that this difference will be seen in spite of the general likeness.

3. Did you ever hear of Sam Weller? The man brushing shoes in the back yard of the inn is Sam. Does he remind you of any relative of yours? Of any friend? Of any one you have seen? What adjectives should you use to describe him? Would *industrious* fit him? Would *interesting*, *easy-going*, *dashing*, *jaunty*, be suitable? Would *lazy*, *old-fashioned*, *shy*, be appropriate? Give a short description of some one you have seen who is like Sam, or who is as interesting as Sam.

Written Exercise. Your uncle is about to return from South America, where he has lived for ten years. You were a baby when he last saw you. He is planning some surprise for your mother and father and, as part of the plan, wants you to go to the station alone to meet him. Write him a letter in which you describe yourself, so that he will recognize you at the station. Choose your adjectives with great care. Do you look like Miss Hepzibah in any particular? How do you resemble Sam? In what respects do you differ from each of these?⁹⁰

Group Exercise. When several of these letters have been copied on the board, let the entire class study each of them with the following questions in mind:

1. Does the description actually describe? How can it be improved?
2. Are all the adjectives well chosen and correctly used?
3. Are there any mistakes in the letter?

3. Game

Oral Exercise. Choose with care four or five adjectives that describe an object you have in mind. Tell your classmates these adjectives — nothing more. If they are able to name your object without difficulty, your adjectives have probably been well chosen.

A pupil may give, for example, this list of adjectives: *long, broad, flat, smooth, black*. The class names the object described. What is the object? What do these adjectives describe: *flat, smooth, colorless, transparent*? These: *liquid, bottled, useful, black*? These: *liquid, brown, steaming, sweet, delicious, stimulating*?

The class will decide, after each object has been named, whether the best adjectives were chosen to describe it.

4. Speaking and Writing from Outlines

Oral Exercise. 1. Let us suppose that you are soon to start on a trip from where you live to Calcutta, India. On a map of the world, or on a globe, trace this trip. To what city should you have to go first? What railroad or boat line would take you there? Is there anything of special interest to be seen on the way? What would be your next stop? The next after that? When you have planned the entire trip, tell your classmates about it as if you had just returned from Calcutta.⁹¹ You may have to do some reading in a book on geography before you give your talk. Do not try to tell everything. If you do, your talk will be like a long, dry list of facts. Spend most of your time on one or two interesting points.²



STARTING ON A TRIP

2. Plan one of the following trips. Consult your teacher, your parents, books, and maps. Then make an outline and tell the story of the journey.

1. A Trip from where I Live to Chile
2. A Trip to Panama
3. A Trip to the Suez Canal
4. A Trip to London
5. A Trip to Japan
6. A Trip to Alaska
7. Around the World

3. Did you ever see cotton grow? Did you ever see a copper mine? Did you ever see a lumber camp? What have you seen that your classmates would like to hear you talk about? Did you ever visit a coal mine, or a gold, or silver, or iron mine? A large wheat, corn, fruit, potato, tobacco, or peppermint farm? Perhaps the following list of subjects, in addition to the preceding

questions, will suggest to you a subject about which you would like to give your classmates interesting information. If you cannot speak from your own experience, talk with your parents and consult books until you have something to say that others will surely be glad to learn. Make an outline before you speak.

1. The Story of Steel
2. The Story of Cotton
3. The Story of Cotton Cloth
4. The Story of a Pair of Shoes
5. The Story of a Box of Chocolate Creams
6. The Story of a Diamond
7. The Story of a Railroad Tie
8. The Story of Coffee
9. The Story of Tea
10. Rice Farming in Japan and in Louisiana
11. Where My Breakfast Came from
12. The Story of Gunpowder
13. The Story of Glass
14. Tunnels I Have Seen or Read about
15. Bridges I Have Seen or Read about
16. My Favorite Book
17. My Favorite Study
18. My Favorite Winter Sport
19. The Lincoln Highway
20. The Old Roman Roads

Group Exercise.⁸⁷ The class will criticize each talk, telling what it likes as well as pointing out possible improvements. The following questions should be kept in mind as the class listens to each speaker :

1. Was it an interesting talk? If not, why not?
2. Did the speaker seem to have a clear outline in mind?
3. Did the speaker use any adjectives incorrectly?
4. Were any other mistakes in grammar made?

5. Study of a Poem

The poet's ramble has taken him along a winding hillside road. In the valley below he sees a young woman, sickle in hand, cutting and binding the grain. She sings as she works ; and in the stillness of the morning her song seems to fill the whole valley with its sweet and plaintive music. He cannot tell, although he stops and listens in delight, whether it is of olden battles or some simple story of to-day that she sings. But he finds, as he mounts the hill and long after the strain has died away, that it is still singing in his heart.

THE SOLITARY REAPER

Behold her, single in the field,
Yon solitary Highland lass !
Reaping and singing to herself ;
Stop here, or gently pass !
Alone she cuts and binds the grain,
And sings a melancholy strain ;
O listen ! for the vale profound
Is overflowing with the sound.

Will no one tell me what she sings ? —
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago ;
Or is it some more humble lay,
Familiar matter of to-day ?
Some natural sorrow, loss, or pain,
That has been, and may be again ?

Whate'er the theme, the maiden sang
As if her song could have no ending ;
I saw her singing at her work,
And o'er the sickle bending : —

I listened, motionless and still;
And as I mounted up the hill
The music in my heart I bore,
Long after it was heard no more.

WORDSWORTH

Oral Exercise. 1. Do you understand the first stanza of this poem? What do the first four lines mean? The second four? What is a "melancholy strain"? "The vale profound" is a poetic way of saying "the deep valley."

2. What, in the second stanza, does the poet think the young woman is singing? "Plaintive numbers" means "sad verses." Look up in the dictionary the adjective *plaintive* and the noun *lay*. Give the meaning of this stanza in your own words.

3. What is a sickle? What does "bending o'er the sickle" mean? Tell what the third stanza means.

4. Read the entire poem again. Do you understand it all? Now close your book and tell the class the thought of the poem.

Correction Exercise. Listen to your classmates as they explain the meaning of the poem. Perhaps they found something in these three stanzas that escaped you.

6. Explanation

Sydney Smith was one of the wittiest men of his day. He was always joking, and his letters are full of fun. The following one to his friend Charles Fox explains the comical difficulty a little girl had in opening a large gate. He calls her affectionately "little Aunty." The gate in question led to a donkey pasture and had been provided with two latches, in order that the donkeys might not get out. Sydney Smith, always seeing the funny side of things, could not help laughing at the little girl's fruitless efforts to open it. But finally he hurried to her and helped her.

A LETTER FROM SYDNEY SMITH TO CHARLES FOX

London, England

October, 1836

My dear Charles :

If you have ever paid any attention to the habits of animals, you will know that donkeys are remarkably cunning in opening gates. The way to stop them is to have two latches instead of one. A human being has two hands and lifts up both latches at once; a donkey has only one nose, and latch A drops as he quits it to lift up latch B.

Bobus [Sydney Smith's brother] and I had the grand luck to see little Aunty engaged intensely with this problem. She was taking a walk and was arrested by a gate with this perplexing difficulty; the donkeys were looking on to await the outcome. Aunty lifted up the first latch with the most perfect success, but found herself opposed by a second; flushed with victory she quitted the first latch and rushed to the second; her success was the same, but in the meantime the first dropped. She tried this two or three times and, to her utter astonishment, with no different result. The donkeys brayed, and Aunty was walking away in great sadness, till Bobus and I recalled her with loud laughter, showed her she had two hands, and roused her to prove her superiority over the donkeys.

I mention this to you to request that you will make no reference to this animal, as she is remarkably touchy on the subject.

Always yours, my dear Charles,

Very sincerely,

Sydney Smith

Oral Exercise. 1. Do you understand why two latches were put on the gate to the donkey pasture? Explain it to the class. Explain it to your father. Could he understand the situation without having to read Sydney Smith's letter? Explain little Aunty's trouble so that the class may see that you really understand it.

2. Do you believe that the donkeys understood why the little girl was unsuccessful in her attempts at opening the gate? Have you ever seen an animal do anything that seemed to show it was

able to think? There are many interesting tales of what appears to be remarkable intelligence in some animals, but is not the question of whether they can really plan and reason like human beings still an unsettled one? Tell the class what you think about it. Find and tell an incident that seems to show animal intelligence. Explain the animal's action from your own point of view, either as proving or as not proving reasoning power.

Written Exercise. Write an explanation such as you can imagine one of the donkeys as writing of the two-latched gate. Perhaps the donkey will also explain his view of the question whether animals can think.

Group Exercise. Some of these explanations may now be copied on the board or read aloud slowly. Let the entire class study each sentence in them with the following questions in mind:

1. Is the explanation clear and complete?
2. Are the adjectives in it correctly used, and can others be added to improve it?
3. Can it be improved by changing some of the compound sentences or groups of simple sentences to complex sentences?

7. Explanations in Business Letters

Oral Exercise. 1. Read the first of the following two letters * carefully. Then close your book and explain to the class exactly what Mr. Powers's complaint is. The class will tell you if you omit anything of importance. Observe the courtesy of the letter. What sentences show this?

2. Now read the reply to Mr. Powers's complaint. Explain it to the class. Again your classmates will tell you if you omit anything of importance. Observe the clearness and the courtesy of the letter. Point out sentences that express this courtesy.¹⁰⁶

* From Davis and Lingham's "Business English and Correspondence" (Adapted).

San Diego, Cal.

Dec. 28, 1920

Mr. C. S. Selden

Grand Rapids, Mich.

My dear Mr. Selden :

Usually the furniture which I buy of your house comes in good order. Not so the last lot. The chiffonier was scratched and the mirror broken. A leg on one of the chairs was cracked and the leather on the couch was scratched, while the finish on the whole shipment was not up to the standard. A part of this furniture I had sold to one of my best customers on the coast from the description given in your catalogue, and he is impatiently awaiting its arrival. You can therefore imagine that I am not in a happy frame of mind. Perhaps the railroad company is responsible for the breaks and scratches, but it looks to me as if your packers were partly at fault, while the poor finish is inexcusable.

I am writing to you personally, for I know that you will give this matter your immediate attention. Please telegraph, letting me know what you are going to do to help me out.

Yours truly,

Henry Powers

Grand Rapids, Mich.

January 2, 1921

Mr. Henry Powers

San Diego, Cal.

My dear Mr. Powers :

Your letter of December 28 was received this morning. You have just cause for complaint, and I should not have blamed you if you had shipped back the goods and canceled the order. Let me thank you, however, for the opportunity to give this matter my personal attention.

As I telegraphed you this morning, we are shipping by fast freight a duplicate of your last order, transportation charges prepaid. Please ship to us by slow freight the lot about which you complain, freight charges to be paid by us. We will also credit on your bill the charges which you paid upon its receipt.

I have asked a trustworthy foreman to examine each piece of furniture which we are now sending to you and to supervise its packing. It is a source of much chagrin to this house and to me personally that you should have received a shipment from us in the condition you describe. I think you are sufficiently well acquainted with us to know that an occurrence of this sort is unusual. Indeed, nothing like it has come to my attention during my twenty years' connection with this house. We shall endeavor to locate the blame, and you may be certain that nothing similar will happen in the future.

Cordially yours,
C. S. Selden

Group Exercise. 1. Since all the situations that are outlined in the following paragraphs call for two letters, a complaint or an inquiry and the reply to it, the class may be divided equally, and the pupils of one division may answer the letters which have been sent them by the other, through the class post office.⁹

Several complaints or inquiries and the replies to them should be copied on the board or read aloud slowly for class criticism. The usual questions should be asked, and, since adjectives have recently been studied, special attention should be given to every adjective modifier in the letters.

1. (a) You have just received a camera which you recently ordered, and you find that it has been injured in the mail. Write to the Cheeseman Camera Company, 212 Chestnut Street, Philadelphia, Pennsylvania, explaining the injury and asking them to send you another in place of it. (b) One of your classmates will reply to your letter.

2. (a) You have been advertising in the newspaper that you wish to sell your bicycle. You receive an inquiry for particulars, written by one of your classmates. (b) Answer this inquiry with a full description of the bicycle and a statement of other facts that have to do with your wish to sell it.

3. (a) A package of books has arrived in bad condition. Apparently the package has been exposed to the rain. Letters should be written by

pupils in the first division explaining to the bookseller that the damaged books are not acceptable. (b) Pupils in the second division may write replies, each one answering the letter that he receives.

4. (a) Your father has subscribed to an expensive magazine. It reaches him every month badly wrinkled and creased — thus spoiling the pictures — and sometimes is even torn and soiled. He asks you to explain to the publishers his dissatisfaction and his desire to discontinue his subscription. (b) Each pupil in the second division should write the reply of the publishers, but not before reading the particular letter of complaint that he received through the class post office. After writing the reply, the letter of complaint should be re-read to make sure that no point has been overlooked in answering it.

2. In the same way letters of complaint, inquiry, or protest, and the replies to them, may be written for one or more of the situations suggested below :

1. (a) The street on which you live is not kept clean by the city. You complain to the street-cleaning department or send a letter of protest to the newspaper. (b) The head of the street-cleaning department replies.

2. (a) A street-car conductor has been rude to your invalid mother, who has difficulty in getting on and off cars without help. Write him or the street-car company a letter of protest. (b) The conductor writes a letter defending himself.

3. (a) There is an unguarded railroad crossing near the school. Write either to the railroad company or to the city council or to the police department, and call their attention to it. (b) The company or council or department replies.

4. (a) Careless driving by automobilists calls for a protest in the form of a letter to the newspaper. (b) An automobile club replies in a letter to the newspaper, charging pedestrians with being careless.

5. (a) Owners of aëroplanes fly over the city and thus endanger the lives of citizens. Write a letter of protest. (b) An owner of an aëroplane replies.

REVIEW AND DRILL—IX

1. Grammar Review

It was on Friday morning, the 12th of October, that Columbus first beheld the new world. As the day dawned he saw before him a level island, several leagues in extent, and covered with trees like a continuous orchard. The inhabitants were seen coming from all parts of the woods and running to the shore. As they stood gazing at the ships, they appeared by their attitudes and gestures to be lost in astonishment. Columbus made signal for the ships to cast anchor, and the boats to be manned and armed. He entered one of the boats, richly attired in scarlet, and holding the royal standard. On landing, he threw himself on his knees, kissed the earth, and returned thanks to God with tears of joy. The natives of the island gazed in timid admiration at the complexion, the shining armor, and splendid dress of the Spaniards. The admiral particularly attracted their attention, from his commanding height, his air of authority, his dress of scarlet, and the deference which was paid him by his companions; all which pointed him out to be the commander. — WASHINGTON IRVING, "The Life and Voyages of Columbus" (Adapted)

Oral Exercise. 1. Point out in the passage above as many nouns as you can find and tell why each is a noun. In the same way point out pronouns, adjectives, verbs, adverbs, prepositions, and conjunctions.

2. Name the subject, the verb, and — if there is one — the object or the predicate word in the sentences that your teacher selects.

3. Use in sentences of your own each subject, verb, object, and predicate word pointed out in the preceding exercise.

2. Game — *Detecting Adjectives*

The pupil beginning this game of detecting adjectives points out, in the order in which they come, all the adjectives he can find on a chosen page of reading matter. If he makes a mistake, either omitting an adjective or naming some other kind of word, he loses his place to the pupil who discovers the mistake. That pupil then takes his turn. When he makes a mistake, he yields his place to a third pupil. Count is kept, each adjective being one point, and the pupil having the highest score is declared the winner.

The game may be varied by choosing sides and playing it like a spelling match.

3. Drill in Correct Usage

Oral Exercise. 1. Read the following sentences, giving careful attention to their meaning and to the italicized verbs used to help express that meaning :

1. Yes, I *may* go to-night. I have permission to go.
2. *Can* you do this work? Are you able to do it?
3. *Sit* here, *set* your dish squarely before you, *lay* your spoon beside it, and I will *set* the crackers on the table.
4. I *sat* where he told me to sit, *set* my dish before me, and *laid* my spoon beside it; he *set* the crackers on the table and *sat* beside me.
5. Here *lies* a granite boulder. Here it *lay* a year ago. Here it *has lain* thousands of years.
6. The hen *is laying* an egg. The hen *laid* an egg yesterday. The hen *has laid* an egg every day for nearly a month.
7. *May* you tell how you do that trick? *Can* you do it again? *Teach* me how to do it.
8. I think that I *shall* take a trip next June. I *will* take a trip before the summer is over.

9. *Sit* here, George. You *sit* over there, Fred. *Sit* on the front seat, girls.

10. *Lie* down, doggie. He *lay* on the mat. He *is lying* there now.

2. Make interesting sentences containing the italicized words in the preceding sentences.

3. Notice the adjectives in italics, as you read the following sentences. They are correctly used. The incorrect words and forms that are often used instead can be more easily avoided if your lips and ears are used to these. Read the sentences repeatedly, and rapidly but distinctly, and think of their meaning as you read.

1. The bride looked *beautiful*, and her voice sounded *sweet*.

2. My friend feels *sick*, but I feel very *well*.

3. See *those* horses. Watch them gallop. See *those* ponies.

4. I like *that* kind of people. I like *this* kind of boys.

5. Are you *stronger* than he? Are you the *strongest* of the three?

6. Jane is *more economical* than Mary, but Lucy is the *most economical* girl in the class.

7. The hunter was wounded very badly, and he felt *bad*.

8. This is the *larger* of the two horses, that is the *largest* of the three.

9. I felt *bad* yesterday, I feel *worse* to-day, I suppose I shall feel *worst* of all to-morrow.

10. How *sweet* those flowers smell! How *sweet* that honey tastes! How *sweet* that baby looks!

4. Game—Building Sentences

Earlier in the book, as you will remember, a game was made of building sentences, the class being divided into two sections each of which tried to make the longer and more interesting sentences. The sentences below, or bare essentials of sentences, furnish additional material for this useful game. By trying to add good adjective and adverb modifiers to these essentials, you

are helping yourself to speak and write better.⁶¹ The following material may be used either for a game or for a group exercise:

- | | |
|-------------------------------|-------------------------------------|
| 1. Captain sprained wrist. | 8. Daughter gave party. |
| 2. Girl won prize. | 9. Composition interested visitors. |
| 3. Club earned money. | 10. Class wrote letter. |
| 4. Pupil lost book. | 11. Brother sharpened pencil. |
| 5. Skaters lost way. | 12. Canal connects oceans. |
| 6. Crowd jeered speaker. | 13. Inventor made experiment. |
| 7. Conductor collected fares. | 14. Son helped father. |

5. Additional Sentences for Study

Oral Exercise. Point out in the following sentences the subject and the verb of each clause, and their modifiers:

1. Many a hearty sea captain who has a red nose has lived to be eighty years old or older, and the shade of his sunburned nose has mattered little to him.

2. Sometimes the color of a person's nose is a sign of the sort of work that the heart is doing.

3. When alcohol has been put into the human system, the heart puts less power into each stroke as it pumps the blood through the blood vessels.

4. Eyes are strained by light that flickers or is dim.

5. A sensible boy will obey all the laws of health that he knows.

6. It is raining at the present moment, and I think of the pure water that comes from the skies.

7. He who has whooping cough or mumps should use his own particular knife, fork, spoon, cup, and tumbler until he is altogether well.

8. The very best exercise is that which one gets in moderate walking, running, jumping, swimming, riding horseback, and playing out-of-door games.

9. This girl, and all girls who wish to be well, should stop eating candy between meals.

10. Senator Warren G. Harding of Ohio, who was the Republican candidate, received a very large majority of the votes.

CHAPTER TEN

ADVERBS⁶⁸

1. Introduction

It is one thing to know, as you do know, that an adverb is a word which modifies a verb, an adjective, or another adverb, and quite another to use adverbs correctly and effectively in your speaking and writing. In order that you may so use them, you must now study them more fully than you have done, applying to your own compositions the new facts that are learned.

2. What an Adverb Is

First of all, it is necessary to make sure that you have clearly in mind what an adverb is, so that you may never confuse adverbs with adjectives.⁶⁹

Exercise. 1. In the sentences that follow, arrange the adverbs in four groups: those that tell *where*, those that tell *when*, those that tell *how*, and those that tell *how much*. Tell what word each adverb modifies.

1. We looked *here*, *there*, and *everywhere* for the lost knife.
2. You are at home *now*; *soon* you will be at school.
3. The *remarkably* graceful canoe moved *swiftly* through the water.
4. It pleased us *very much* that the boy had done his work *so thoroughly*.

2. Can you add to your list of adverbs that tell *where*? Of those that tell *when*? Of those that tell *how*? Of those that

tell *how much*? Perhaps the following list of adverbs will help you :

here	now	well	very
there	then	so	too
everywhere	soon	thus	quite
down	never	cheap	more
up	always	dear	enough
far	to-day	frankly	scarcely
near	again	honestly	not

3. Make sentences containing these adverbs and tell what verb, adjective, or adverb each modifies.

Some **adverb phrases** are often not divided but used as if they were single adverbs. In common use are the following :

at home	in the past	in conclusion	now and then
at sea	before long	in the beginning	again and again
in town	without delay	in vain	more or less
in front	of late	in part	to and fro
from below	in reply	in full	up and down
at present	in answer	by far	face to face
in the future	on purpose	to some extent	far and away

Exercise. Pick out the adverbs in the sentences that follow and tell what word each modifies. Which tell *where*? Which *when*? Which *how*? Which *how much*?

1. At night I heard more distinctly the steady roar of the water.
2. Long I waited, and patiently; I was about to turn back, when I looked up and saw a most superb fox.
3. A dog enters thoroughly into the spirit of the enterprise, is constantly sniffing adventure, knows that something important will happen farther on.
4. This remark would apply pretty accurately to our own case.
5. Very soon the fox was back again, and now he escaped safely with the goose.

The word *there* has two distinct uses. One is that of an adverb telling *where*. Thus :

We saw a turtle *there*.

There we picked flowers and *there* we ate our lunch.

But *there* is used also and frequently as an introductory word in sentences. Thus :

There was once upon a time a man in this country who, etc.

There are few people who do not like music.

There is much to say on both sides of the question.

We must be careful not to begin a sentence with *There is* when it should begin with *There are*. When the subject of the sentence is plural, *There are* (or *There were*) is correct and *There is* (or *There was*) is incorrect. Thus :

There are some boys who like machinery and tools.

There is some truth in what you say.

There are persons who like fine books better than fine clothes.

There are good arguments on your side of the question.

Exercise. 1. Insert either *There is* or *There are* in each of the following blanks, and give the reason for your choice :

1. — many interesting animals in that menagerie.
2. — some boys who have not seen this circus.
3. — a crowd of people waiting in front of the big tent.
4. — men and boys in the crowd.
5. — girls there who have bought their tickets.
6. — more children here than at school.
7. — a carload of apples in that fruit house.

2. In the same way insert either *There was* or *There were*.

3. Make interesting sentences of your own, beginning each with the words *There is*, *There are*, *There was*, or *There were*.

3. Comparison of Adverbs

Many adverbs, like adjectives, have degrees of comparison. But most of these, especially those ending in *ly*, are compared by means of *more* and *most*. Thus :

The boys worked *carefully*. (POSITIVE DEGREE)

The girls worked *more carefully*. (COMPARATIVE DEGREE)

The men worked *most carefully*. (SUPERLATIVE DEGREE)

Some adverbs are compared by means of the endings *er* and *est*. Among these are a number of adverbs that have the same form as the corresponding adjectives ; namely, *cheap, dear, quick, early, fast, near, loud, slow, long, high, hard*. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
soon	sooner	soonest
often	oftener	oftenest
cheap	cheaper	cheapest

The adverbs *little, much, well, ill, far*, and a few others are irregular in comparison. Thus :

POSITIVE	COMPARATIVE	SUPERLATIVE
little	less	least
much	more	most
well (skillfully, efficiently)	better	best
ill (badly)	worse	worst
far	farther	farthest

Some adverbs cannot be compared. Such are the adverbs *now, then, here, there, yonder, never, always, somehow, thus*, and others like them ; and also adverbs like *perfectly, everlastingly, principally*.

Exercise. Point out the adverbs in the sentences that follow and tell what each one modifies. You should find at least twenty-five. Compare each adverb that can be compared.

1. They wandered through the fields slowly and aimlessly.
2. He never thought of doing it less carefully.
3. Dobbin kept steadily on until he finally reached the barn.
4. He traveled far, but he often remembered his father's farm.
5. The soldiers fought bravely, but they were badly defeated.
6. Now and then, but very seldom, they took the train to the city.
7. The fast train never moved faster than on that occasion.
8. Why do you sell this so dear and that so cheap?
9. Only yesterday he greeted me most politely right here.
10. Very recently I arrived at the station first.

4. Correct Use of Adverbs

I. The comparative degree is used in comparing two persons or things; the superlative, in comparing three or more. Thus:

John ran *faster* than James, but Frank ran *fastest* of all.

Harriet came downstairs *more quietly* than Thomas. (COMPARATIVE)

Of those half-dozen boys and girls Harriet came *most quietly*. (SUPERLATIVE)

II. It is incorrect to use *more* or *most* with adverbs that are already in the comparative or the superlative degree. Thus:

He does it *better* than I. (NOT: *more better* than I)

Of the three children she studies *hardest*. (NOT: *most hardest*)

Exercise: Fill each blank in the following sentences with the correct form of the adverb in parentheses:

1. (*pleasantly*) The old man smiled — than his brother.
2. (*clumsily*) Of all these animals the elephant moves —.
3. (*suddenly*) The storm came — than we expected.
4. (*brightly*) The sun shone — than it did yesterday.
5. (*carefully*) Jane dusts — than Susan; but Mary dusts — of all.
6. (*soon*) You arrived much — than we thought you would.
7. (*often*) It snowed — that winter than last winter, and — during the month of January.

III. One negative makes a denial. Thus: "I can see you" is changed to "I cannot see you" (a denial) by adding one negative word. Two negatives contradict each other and make the sentence affirmative. "I did n't do nothing" means that the speaker did something.

I could *not* see a bird anywhere. (NOT: I could *not* see a bird *nowhere*.)

I could see a bird *nowhere*.

I *never* told anybody. (NOT: I *never* told *nobody*.)

I have *n't* anything in my pocket. (NOT: I have *n't* *nothing* in my pocket.)

Exercise. Change each of the following sentences into a denial, that is, into a negative statement. Try to do this in several ways. Thus:

I have something to say.

I have *nothing* to say.

I have *n't* anything to say. } (NOT: I have *n't* *nothing* to say.)

1. I did give George a ball.
2. I saw something behind the barrel.
3. I was planning to go somewhere.
4. I was on the train with John.
5. I am going to the circus.

IV. Many errors result from using an adjective in place of an adverb, and an adverb in place of an adjective.

1. An adverb cannot properly be used as a predicate word. A predicate word, as we know, always describes the subject of the sentence, which is always a noun or a word or group of words used as a noun; but an adverb modifies or describes only verbs, adjectives, or other adverbs. Thus:

He feels *unhappy*. (NOT: He feels *unhappily* or *badly*.)

The music sounds *beautiful*. (NOT: The music sounds *beautifully*.)

This flower smells very *fragrant*. (NOT: This flower smells very *fragrantly*.)

It all seems *strange* to me. (NOT: It all seems *strangely* to me.)

2. When, on the other hand, the verb of the sentence is to be described or explained, an adverb is properly used ; indeed, as we know, an adjective cannot modify a verb. Thus :

He throws the ball *badly*. (NOT: He throws the ball *bad*.)

She danced *beautifully*. (NOT: She danced *beautiful*.)

The teacher *carefully* smelled the strange flower.

The man acted *strangely*. (NOT: The man acted *strange*.)

He looked his mail over *hastily*. (NOT: He looked his mail over *hasty*.)

3. On the other hand, speak *loud* and *quick*, work *hard*, run *fast*, go *slow*, buy *cheap*, sell *dear* are correct, because *loud*, *quick*, *hard*, *fast*, *slow*, *cheap*, and *dear* are used both as adverbs and as adjectives.

Exercise. Select the correct word in each of the sentences that follow and explain your selection :

1. He felt (*sick, badly*) and went to bed.
2. The motor worked (*bad, badly*) and we were delayed.
3. Mr. Brown is feeling (*sick, badly*) this morning.
4. She looked (*beautiful, beautifully*) in her new dress.
5. Though the water was rough, our boat sailed along most (*beautiful, beautifully*).
6. He seems very (*happy, happily*).
7. They lived very (*happy, happily*) together.
8. The interview ended most (*happy, happily*).
9. He can do it (*easy, easily*).
10. It looks (*easy, easily*).
11. The boy learns (*easy, easily*).
12. The lesson is (*easy, easily*).
13. He rides his horse (*easy, easily*).

14. That can be done (*easy, easily*).

15. The train moves (*easy, easily*); it rides (*easy, easily*).

V. Some adverbs wrongly used are *near* for *nearly*, *most* for *almost*, *awfully* for *extremely*, *dreadfully* for *exceedingly*. Thus:

He is *nearly* well again. (NOT: He is *near* well again.)

It *almost* took my breath away. (NOT: It *most* took my breath away.)

It was *extremely* funny. (NOT: It was *awfully* funny.)

It is *exceedingly* annoying. (NOT: It is *dreadfully* annoying.)

VI. Adverbs should be placed as near the words they modify as is necessary to make the thought clear. Thus: "I *never* told him that I was sick" and "I told him that I was *never* sick" have a totally different meaning, and the difference is due altogether to the position of the word *never*.

Exercise. Explain the meaning of each of the following sentences:

1. I only ate my breakfast with my little brother.
2. I ate my breakfast only with my little brother.
3. John only borrowed enough money to pay his fare.
4. John borrowed only enough money to pay his fare.
5. Nearly every boy in the room was old enough to go.
6. Every boy in the room was nearly old enough to go.
7. I only saw Mr. Brown on Tuesday.
8. I saw Mr. Brown only on Tuesday.

5. Sentence Study⁴⁸ and Review of Adverbs

Exercise. In the following sentences point out the adverbs. Tell what word each modifies.

1. The boy stood intently watching the jet of water, **when** suddenly he was startled by a slap on the shoulder.
2. Later, at another place where the landing could be more easily effected, Hudson went quietly ashore in the canoe of an old Indian chief.

3. The canoes were skillfully made out of the trunks of trees, each carefully hollowed trunk forming a canoe.

4. The Indians seemed very glad when the white men offered to trade with them.

5. When De Soto finally reached the banks of the Mississippi, his band was in a truly pitiable condition.

6. His mother never told him to give money to strangers.

7. His mother told him never to give money to strangers.

8. Where are you going?

9. How do you do?

10. When shall we see you again?

Group Exercise. A number of recent compositions should be read to the class, slowly, a pause being made after each sentence to give time for questions about the adverbs in it.

1. Is there any mistake in the use of adverbs?

2. Are the adverbs well chosen? Can you substitute better ones? Can you add suitable adverbs and so improve some of the sentences?

Exercise. Point out the adverb clauses in each of the following sentences. What verb, adjective, or adverb does each modify? What kind of sentence is each of the following?

1. When Cortes saw the City of Mexico, he was astonished at its beauty.

2. Wherever he looked, he saw flowering gardens and blooming terraces, and even floating rose gardens.

3. When the Spaniards approached the gates of the city, Montezuma himself came out with a magnificent procession.

4. Even when Cortes demanded the surrender of the monarch, Montezuma did not lose his dignity and courtesy.

5. His subjects treated the Spaniards kindly until he was thrown into prison.

6. Where the roads are bad, two strong mules can haul only one bale of cotton at a time.

7. Two horses can draw twelve bales of cotton where the roads are macadamized.

8. When farmers wish to haul their produce quickly to market in motor trucks, they will favor the building of good roads.

9. Wherever good roads have been made, all classes of people have been benefited.

10. The Post-Office Department has refused to send its mail carriers where the roads are bad.

It is often possible to change a poor compound sentence into a good complex sentence, by changing one of the independent clauses of the former to an adverb clause. Thus :

1. We were on our way to town, and the church steeple was struck by lightning. (COMPOUND SENTENCE)

2. When we were on our way to town, the church steeple was struck by lightning. (COMPLEX SENTENCE)

3. We were on our way to town when the church steeple was struck by lightning. (COMPLEX SENTENCE)

Exercise. Change the following compound sentences or groups of simple sentences, each into two complex sentences :

1. The policeman was crossing the street, and the shooting occurred there.

2. The automobile stopped suddenly, and two small boys were seen playing marbles in the road.

3. The girl was laughing, and at last the tears ran down her face.

4. The travelers saw themselves out of a danger. They drove slower.

5. I returned to America, and I bought a house in Boston.

6. You do not wish me to enlist, and I shall remain at home.

7. He reached the great forest. The thought of losing his way occurred to him.

8. The pupils were at their lessons, and the teacher entered the room.

9. He grew older and weaker, and his interest in his business diminished.

10. They kept struggling on, and they were very tired.

COMPOSITION — X

1. Choosing Suitable Adverb Modifiers

Oral Exercise. 1. Without greatly changing the meaning of the following sentences substitute for the adverbs in italics as many other adverbs as you can. Thus, for the adverb *pleasantly* you could substitute *cheerfully, brightly, sweetly, amiably, and gayly*.

1. The girl smiled *pleasantly*.
2. The bear walked *awkwardly*.
3. The pupil spoke *clearly*.
4. *Slowly* the old ship turned around.
5. The waves beat *heavily* against the pier.

2. Without greatly changing the meaning of the sentences in the preceding exercise substitute as many adverb phrases as you can for each of the italicized adverbs. Thus, for the adverb in the second sentence you could substitute such adverb phrases as *in a clumsy way, in an ungainly manner, with an awkward gait*.

3. Substitute adverb clauses for each of the adverbs in italics above, but do not change greatly the meaning of the sentences. Thus, instead of *clearly* in the third sentence you could use such adverb clauses as *as a good speaker should, as if he enjoyed pronouncing his words distinctly, and so that one could understand every syllable*.

4. Consult the dictionary for the meaning of *wonderfully, nicely, awfully*, and find synonyms for these words. Then use all these adverbs in sentences.

5. The ten numbered sentences below contain few adverbs. Add adverbs to each sentence and try to vary the meaning as widely as possible. Thus :

The game will be postponed.
 The game will *probably* be postponed.
 The game will *hardly* be postponed.
 The game will *perhaps* be postponed.
 The game will *surely* be postponed.
 The game will *not* be postponed.
 The game will *fortunately* be postponed.
 The game will *unfortunately* be postponed.

1. The birds will be returning.
2. The orator spoke.
3. The musician played.
4. Our team won.
5. It was a pleasant party.
6. The young man had studied medicine.
7. The newspaper man followed this suggestion.
8. The little girl ran and laughed and played.
9. Oliver Wendell Holmes sat down and wrote that stirring poem.
10. The artist took up his brushes and began to paint.

6. Vary the meaning of each of the preceding sentences as widely as you can by adding adverb phrases.

7. Vary the meaning of each of the preceding sentences as widely as you can by adding adverb clauses.

Group Exercise. 1. Let us see whether, by examining the sentences in pupils' compositions as we have the foregoing sentences, the class can improve these compositions. Let them be read slowly to the class or copied on the board, and let pupils make suggestions for adding or substituting in each sentence adverbs, adverb phrases, and adverb clauses. To be sure many of our sentences do not contain a single adverb ; we often do not

need adverb modifiers to express our thoughts completely ; but, when we do, we should be able to choose the most suitable ones.

2. Let other compositions be studied as were the preceding ones.

2. Study of a Poem

During the War of 1812 one of our country's brilliant victories was won by the frigate *Old Ironsides* over the British man-of-war *Guerrière*. The story of that famous sea fight makes an interesting chapter in the history of the United States. One can easily imagine the pride with which, in those early days, the people of Boston looked out upon the historic vessel as she lay anchored in the city's busy harbor.

But, as the years passed, the old ship was gradually forgotten and neglected. At last she became an unsightly, useless, and decaying hulk, which it was decided to dismantle and destroy. One day in 1832 the work of breaking her up was ordered.

Fortunately, before it was too late, the patriots of Boston recalled the stirring history of the ship, and rallied to protest. There was no time to be lost. Public meetings were hurriedly called, and the newspapers were asked to help. For a week excitement ran high. It was in the midst of this excitement that Oliver Wendell Holmes sent the following poem to one of the Boston daily papers.

OLD IRONSIDES

Ay, tear her tattered ensign down !
Long has it waved on high,
And many an eye has danced to see
That banner in the sky ;
Beneath it rung the battle shout,
And burst the cannon's roar ; —
The meteor of the ocean air
Shall sweep the clouds no more.

Her deck, once red with heroes' blood,
Where knelt the vanquished foe,
When winds were hurrying o'er the flood,
And waves were white below,
No more shall feel the victor's tread,
Or know the conquered knee;
The harpies of the shore shall pluck
The eagle of the sea!

O better that her shattered hulk
Should sink beneath the wave;
Her thunders shook the mighty deep,
And there should be her grave;
Nail to the mast her holy flag,
Set every threadbare sail,
And give her to the god of storms,
The lightning and the gale!

OLIVER WENDELL HOLMES

Oral Exercise. 1. Give one or more synonyms for each of the following: *tattered, ensign, waved, danced, rung, meteor, sweep, vanquished, flood, victor's, foe, conquered, harpies, luck, shattered, hulk, the mighty deep, holy, threadbare.*

2. Use each of these words in a sentence, in the exact sense it has in the poem.

3. Tell in your own words what each of the three stanzas means.

4. What lines in the poem seem to you the most stirring? Memorize these and recite them to the class.

NOTE. *Old Ironsides* was not destroyed. Holmes's protest in this ringing poem, as well as that of other patriots, resulted in the repair of the famous frigate. She was anchored with honor near the Charlestown Navy Yard, where she is used as a training ship to this day.

3. Composition Subjects from History⁹¹

Oral Exercise. 1. What event in history do you like to remember? Tell your classmates briefly why you are particularly interested in it, and explain the event itself to them. Probably no two pupils will speak of the same happening. History is full of accounts of great and interesting things about which boys and girls sometimes like to talk.

2. Find in the history of the United States, or of any other country, a subject about which you would like to tell your classmates.¹⁰ The list below makes only a few suggestions. Try to find something that no other pupil has thought of, so that you may have a pleasant surprise in store for the class. Read all you can find on your subject, make a clear outline of what you intend to say, then give your talk.

1. A Famous Ship in United States History
2. A Boy Who Made History
3. A Girl Whose Name Lives in History
4. An Interesting Event in the Boyhood of a Great Man
5. The Most Important Battle in Our History
6. An Invention That Proved More Important than Many Battles
7. A President I Like to Read about
8. My Hero in Our Country's History
9. A Noble Indian
10. The Most Interesting of the Thirteen Colonies
11. An Amusing Event (or Custom) in Colonial History
12. How a Machine Made History
13. Traveling To-day and One Hundred Years Ago
14. Going to School at the Time of the Revolution
15. The Story of an Explorer's Fate

3. Your classmates would enjoy having you pretend that you are some famous person in history, who has come out of the past to explain to the class what he did on earth when he was alive.

Thus, Pizarro or Cortes might plead with the class not to judge him too harshly. Groups of two pupils might imagine themselves historic persons and engage in conversation about what they did on earth. George Washington and George III might engage in such a discussion, or General Grant and General Lee, or Captain John Smith and Pocahontas. You can think of many more.

Group Exercise. The class will say after each talk (1) whether it was interesting, (2) whether the order of the parts was good, showing that the speaker or speakers had a clear outline in mind, (3) whether any adverbs were incorrectly used, (4) whether there were any other mistakes in English.

4. Letter Writing

Written Exercise. Write one or more of the letters called for by the following paragraphs. It would be interesting if you and some of your classmates wrote the letters indicated, and others wrote replies. Letters and replies could be mailed through the class post office.

1. On the way to school you quarreled with a friend and behaved very rudely. Now you are sorry. Write a short letter in which you express your regret.

2. While you and some friends were attempting one evening to play a prank, you broke a windowpane in the house of a neighbor. You ran away, but on thinking it over you now decide to explain the matter to the owner of the house and inclose enough money to pay for the damage. Write this letter of explanation and apology. Shall you sign your name to it?

3. Your teacher was compelled by the illness of her mother to give up teaching. You were sorry to have her go, and the more you think of the pleasant time you had in her schoolroom the sorrier you are. Write her a letter in which you tell why you miss her and that you hope her mother's health will soon permit her to return.

- 4. The owner of the book-and-candy store near the school has failed in business. You often bought at his store and talked with him. Write him a letter that will make him feel your sympathy.

5. Your father's house has been entered by burglars. A policeman, who drove them away, was badly wounded by a pistol shot. Write him a letter, expressing both your appreciation and your regret.

Group Exercise. Several of these letters should now be copied on the board. The class will answer each of the following questions about them :

1. Is the thought of the letter clearly and completely expressed ?
2. Are heading, greeting, and ending correctly written ?
3. Is the letter properly paragraphed ?
4. Are there any mistakes in the use of adverbs ? Can adverbs be added anywhere to improve the letter ?
5. Are there any compound sentences or groups of simple sentences that ought not to be changed ? Are there any that ought to be changed to complex sentences in order to improve the letter ?

5. Writing Telegrams and Night Letters

It is sometimes necessary to send a message more quickly than is possible by mail. The telegram and the night letter meet this need. They are charged for by the word, however, and hence writers usually make them very brief.

The telegram is the fastest means of sending a written message. It is telegraphed immediately on receipt. The night letter, on the other hand, is telegraphed at the convenience of the telegraph companies some time during the night and delivered in the morning of the following day. A fifty-word night letter may therefore be sent at the same cost as a ten-word day telegram. Nothing is charged for the names and addresses of the sender and the receiver.

POSTAL TELEGRAPH - COMMERCIAL CABLES

RECEIVED AT
STEVENS POINT
WISCONSIN

TELEGRAM

DELIVERY No.

45

X52MN 10 1203p

Minneapolis Minn Aug 20 1917

Mr Tom Brown
Boy-Scout Camp
Stevens Point Wis

Your letter worries us Send night letter describing
accident fully

Mother

CLASS OF SERVICE DESIRED	
Post Day Message	
Day Letter	
Night Message	
Night Letter	<input checked="" type="checkbox"/>
<small>Persons should mark as X when the class of service desired is Night Letter. This will be transmitted as a Night Letter message.</small>	

WESTERN UNION TELEGRAM

NEWSPAPER EARLTON, PENNSYLVANIA

Form 1289
Operator's No.
Desk
Time Filed

Send the following telegram, subject to the terms
as back hereof, which are hereby agreed to

Aug. 20. 1917

Mrs. George A. Brown

1916 Territorial Ave., Minneapolis, Minn.

Accident not serious. Fell off old-fashioned
rail fence. Scratched left leg, tore skin, twisted
ankle slightly. Also bumped head on a log.
Unfortunately fell on poisonous vines. Puffed
on face. Have several itching blotches there
and on neck. Eyes all right. Doctor says
up in another day. Tom

Oral Exercise. Name all the ways in which the telegram and the night letter on the preceding page differ from ordinary letters.

Written Exercise. Write one or more of the telegrams and night letters required in the following paragraphs.⁹² One half the class might write the telegrams asked for; the other half, the replies. A class telegraph office and class messengers could supply blanks and deliver telegrams.

1. You have been asked to spend a few days with an uncle living in another city and to telegraph when you can come, when you will arrive, how long you can stay. Write the telegram. Compare it with the telegram on the preceding page to find out whether you can improve it.

2. Your mother is suddenly taken ill and compelled to stay in bed. Telegraph the bad news to your father, who is away on a business trip.

3. You are spending two weeks in a Boy-Scout Camp or a Camp-Fire Girls' Camp. At the end of your two weeks' stay you are unexpectedly invited to go with some friends to a private camp a hundred miles further north. Send a night letter to your parents asking permission to go. Explain, as fully as you can in fifty words, who is going, where the camp is, what older person is in charge of it, and anything else your parents need to know to feel sure that you may safely go.

4. Rewrite as a night letter each of the two business letters on pages 248-249.

5. An uncle in a distant city who has often spoken of starting you in business wishes to have you telegraph him when you expect to graduate from grammar school, what kind of position you would like, what kind of work interests you most, whether you can start work at once. Write this message.

6. Writing Advertisements

Oral Exercise. Bring a newspaper to school, and go over the *Wanted*, *For Rent*, *For Sale*, and *Lost* advertisements with your teacher to see what their good features are. Observe that these advertisements are all as brief as telegraphic messages. Can you

improve any of them? Try to shorten some without destroying their completeness.

Written Exercise. Write as short advertisements as you can, without sacrificing completeness and readability, in which you offer (1) a house for rent; (2) a motorcycle, a bicycle, a stove, a horse, a cow for sale; (3) yourself for work of a certain kind, carefully described. Some of these advertisements may be inserted in the class magazine.

Group Exercise. Let the class make up several columns of advertisements such as might appear in a newspaper. Some of these may be real, others make-believe. There will perhaps be a number of pupils in the class who have something to sell or trade; others may have found something that they wish to return to its owner; still others may wish to buy a book, or stamps, or a dog or cat; etc.

If the advertisements are copied neatly on small sheets of paper, these can be pasted on a large sheet of cardboard, and this hung on the wall where all may read it. A committee of pupils can be appointed to take charge of the pasting and arranging and to be responsible for mistakes in the advertisements.⁹⁸

7. Discussing Plans for a School Garden

a. Deciding to have a School Garden

Oral Exercise. 1. Have you ever had a garden of your own, or worked in your father's garden? What did you raise, flowers or vegetables? What was your success? Do you like to work with spade, hoe, and rake?

2. Having answered the preceding questions, think over the question of having a school garden. Would it not be a good plan for you and your classmates to work in such a garden several

hours each week? How could this plan be carried out? What are your ideas on the subject? Talk them over with your parents. Then explain the plan to your classmates⁴⁶ so clearly and persuasively that they will agree with you.

3. Each pupil will explain his plan, as you did yours. The class may vote which of the various plans to accept.

b. Securing the Land

Oral Exercise. Where and how shall you secure the necessary land for this school garden? How much land shall you need?



SECURING THE LAND FOR A SCHOOL GARDEN

May you have the use of an empty lot near the school? Think these questions over, look around and see what can be done, perhaps talk the matter over with some landowners. When you have a workable plan, propose it to your classmates in a three-minute talk.

Written Exercise. 1. Did it occur to you or the other pupils that you might successfully advertise for the land in the *Wanted* columns of the newspaper? If the class decides that this would be the best way of securing what is needed, let each pupil write a suitable advertisement. These may then be read to the class and the best one selected for printing.

2. Perhaps it would be advisable also to have a short news article in the paper, telling what the class is planning to do. It may be that some public-spirited citizen will become interested in your plan and will help carry it out. Let each pupil write a short account to be printed, of the hopes and plans of the class. The class will choose the best one and send it to the newspaper.

3. Perhaps a class letter to the superintendent of schools would be of help. Let the class plan and write such a letter.

*c. Explaining what you will Do with Your Own
Plot of Ground*

Oral Exercise. Suppose that each pupil is allowed a plot of ground ten feet wide and twenty feet long for his own garden. Each may plant anything he pleases. Before the work begins let the plans be made. What will you do with your plot of ground? Shall it be used for a vegetable or for a flower garden? What kinds of vegetables, or what kinds of flowers, will you raise? Will you lay out your garden in parallel rows or in beds according to a design? Think all these questions over, arrange your ideas in good order, and give a talk to your classmates about the kind of garden you intend to have.

d. Ordering the Seed

Written Exercise. You can easily find on the advertising pages of the magazines the names of dealers in seeds. Write

to several for their catalogues. A brief, courteous request will secure these for you without delay. Take pains to make the short business letters that you mail to these dealers neat and without mistake in form, spelling, and punctuation. If you are in doubt about any point, ask your teacher to explain it to you rather than send away an imperfect letter. The teacher will select the best letter to be sent to each dealer.

Written Exercise. When you have looked the seed catalogues through and have decided on your order, make it out neatly on the order blank that usually comes with the catalogue, or on a sheet of paper. Inclose a money order for the total amount, address the envelope properly, and mail the letter.

8. Vocal Drill ¹⁰⁵

Exercise. 1. Stand erect, hands at sides. Inhale quickly and quietly (as at the end of a sentence) without raising the chest or shoulders perceptibly. Exhale slowly and steadily, making the sound *n-n-n*. Make the sound as even and prolonged as possible. Repeat.

2. Sound *noo* softly in the middle of the vocal range, and go up one full tone and back. Then go down one full tone and back. Then combine the two. Continue the latter exercise as long as the breath lasts. Be sure to begin with a full breath. Repeat, in turn, with *noh*, *nah*, *nay*, and *nee*.

3. Repeat the following nonsense rhyme slowly at first, then more and more rapidly, but always distinctly:

Peter Piper picked a peck of pickled peppers ;
A peck of pickled peppers did Peter Piper pick.
If Peter Piper picked a peck of pickled peppers,
Where 's the peck of pickled peppers Peter Piper picked ?

REVIEW AND DRILL—X

1. Grammar Review

I feel distinctly grateful to the old astronomers for having given individual names to the less conspicuous or important stars. A window in my bedroom opens up towards the northeast, and during the autumn and early winter the Dipper is visible there a good part of the night. Many times it has happened that I have suddenly opened my eyes in the night and found there beaming down upon me the soft rays from the star Mizar, which lies just in the bend of the handle of the Dipper and next the end star, and its tiny companion Alcor, that seems to send its own little beams almost along the same path. The simple friendliness that I felt in encountering them in this way came as much, I think, from my being able to greet them by their own names as from their intrinsic beauty and steadfast cheerfulness. — MARTHA EVANS MARTIN, "The Friendly Stars"*

Oral Exercise. 1. Point out as many nouns as you can in the selection above. Why do you call each of these words a noun? In the same way point out the pronouns, adjectives, verbs, adverbs, prepositions, and conjunctions.

2. Is there a compound sentence among those in the selection? Why do you call it a compound sentence? Name the subject and the verb of each clause.

3. Use in sentences those words that your teacher selects. Use some of the nouns as subjects, others as objects of verbs or of prepositions, others as predicate words.

* Copyright, 1907, by Harper & Brothers. All rights reserved. Published April, 1907.

2. Drill in Correct Usage

Oral Exercise. 1. The following sentences all begin with the introductory word *there*. Observe as you read them repeatedly that *there* is followed by *is* when the subject of the sentence is singular, but by *are* when the subject is plural.

1. *There is* a great variety of fruits on exhibition here.
2. *There are* many fruits, however, that do not grow in this part of the country.
3. *There is* this kind of boy in every school.
4. *There are* boys who think *there is* nothing in hard study.
5. *There are* foolish boys and sensible boys in all cities.

2. Make sentences beginning with *There is* and *There are*. The pupil who discovers a mistake in your sentences may take your place and make sentences until he uses *There is* or *There are* incorrectly.

3. Read the following sentences several times, noticing that only one negative is used to make a negative sentence :

1. I could see *no* bird anywhere in the strange woods.
2. I *could n't* see a bird anywhere in these strange woods.
3. I could see a bird *nowhere* in these strange woods.
4. I have done *nothing* that I regret.
5. I *have n't* done anything that I regret.
6. I have *not* done anything that I regret.

4. You have learned that for the sake of clearness an adverb should be placed near the word it modifies. In reading the sentences which follow, notice that on the position of the modifiers in italics depends in part the meaning of each sentence :

1. I *never* said that I visited my uncle who lived in Baltimore.
2. I said that I *never* visited my uncle who lived in Baltimore.
3. *Only* we girls were scolded for eating candy.

4. We girls were *only* scolded for eating candy.
5. We girls were scolded for eating *only* candy.

5. Some of the sentences that follow contain adverbs in italics; some contain adjectives in italics. Many mistakes are made because adjectives and adverbs are confused. You have already learned when to use the one kind of word and when the other. Repeated reading of the following sentences, with mind both on their meaning and on the words italicized, will make it easier to avoid the mistakes referred to.

1. He plays the violin *beautifully*. It sounds *beautiful*.
2. He walked to and fro very *quietly*. He seemed *quiet*. He spoke *quietly*.
3. The boy seemed *careful*. He held the child *carefully*.
4. He worked the problem *successfully*. He became *successful*.
5. The girl is *neat*. She sews *neatly*, writes *neatly*, and always looks *neat*.
6. The physician felt the broken arm *tenderly*.
7. The cook tasted the soup *critically*. It tasted *good*. It was *good*.

6. Use in sentences the preceding adverbs and adjectives. Can you write on the board a list of adjectives and beside it a list of adverbs made from them? If all the pupils are grouped in pairs, one pupil in each pair may use the adjective, the other the adverb, in a sentence.

3. Game — *Building Sentences*

As you can see at a glance, the following groups of words are sentences whose essential parts are unmodified. They are given here for further practice in supplying subjects, verbs, and objects or predicate words with suitable adjective or adverb modifiers. On page 124 is explained the game of building sentences for

which these groups of words may be used. They are of course equally useful for a group exercise.

- | | |
|---------------------------------|--------------------------------|
| 1. Physician recommended sleep. | 7. Wars settle nothing. |
| 2. Boy wanted health. | 8. Soldiers left homes. |
| 3. Children washed hands. | 9. Ship lost cargo. |
| 4. Servant watched baby. | 10. Explorer climbed mountain. |
| 5. Air seemed impure. | 11. Spaniard conquered Mexico. |
| 6. Wind whirls dust. | 12. Voters decided question. |

4. Additional Sentences for Study

Oral Exercise. 1. Point out in the following sentences the subject and the verb of each clause, and their modifiers.

2. Explain the use of each adverb.

1. It would be nearly morning before he could safely return to his own camp.

2. When he thought of the dangers of the way, his heart beat faster and he gripped his rifle more tightly.

3. When the moon arose, the guide jumped to his feet and started to pick his way gingerly along the edge of the stream.

4. At high noon, when the streets were well filled with busy people, these adventurous men boldly took their stand where they could be clearly seen by the crowd.

5. While the loading of the ship was quietly going on, the Spanish captain walked nervously up and down the dock and smoked one black cigar after another.

6. While this conversation between his mother and aunt continued, Gerald glanced occasionally at a lighted window in the upper story of his father's house.

7. Far in the distance whenever he came to an opening in the trees he could see distinctly the smoke of the departing train.

8. When they finally reached the observation platform, which was built over the top of this skyscraper, the busy metropolis with its high buildings, its network of crowded streets on which the street cars seemed to crawl slowly to and fro, spread out unfamiliarly below them.

9. It surely gave the boy a thrill when toward evening, after a day of grazing, the long line of cattle, hemmed in closely by cowboys on ponies, could be seen moving steadily, impressively, down the long slope of the plateau.

10. When the swings are all busily swinging, and every rope and post and chute has a half-dozen boys on it, and the sun is shining warmly, what a pleasant picture a children's playground in the heart of a city presents to the passers-by!

11. They are slaves who dare not be
In the right with two or three.

LOWELL

12. The riches of the Commonwealth
Are free, strong minds, and hearts of health;
The cunning hand and cultured brain.

WHITTIER

13. The shades of eve come slowly down,
The woods are wrapt in deeper brown,
The owl awakens from her dell,
The fox is heard upon the fell.

SCOTT

14. Hark to the shouting wind!
Hark to the flying rain!
And I care not though I never see
A bright blue sky again.

HENRY TIMROD

15. They fought — like brave men, long and well;
They piled the ground with Moslem slain;
They conquered — but Bozzaris fell,
Bleeding at every vein.

HALLECK

CHAPTER ELEVEN

VERBS ⁶⁸

1. Introduction

Exercise. 1. Use each of the following verb forms in a sentence. Some are correctly used with *have* or *has*, and some not.

see	sing	saw	gone	rung	lay
seen	sang	came	goes	ring	laid
do	sung	come	does	drunk	gave
done	did	went	rang	drank	given

2. Did you make mistakes in the use of the foregoing verb forms? The study of verbs will teach you to use these and other verb forms correctly.

3. Choose the correct verb form for each of the following sentences. Why, in each instance, do you think that you have chosen correctly?

1. He (*does n't, don't*) know the population of London.
2. Five 5's (*is, are*) twenty-five.
3. Every dog and cat in the village (*was, were*) killed.
4. The general, with some of his officers, (*was, were*) on the wall.
5. "The Three Musketeers" (*was, were*) written by Dumas.
6. I never (*saw, seen*) a more beautiful horse.
7. Some day we (*shall, will*) no longer be young.
8. (*May, can*) I (*teach, learn*) you how I did the trick?
9. I have not yet (*saw, seen*) what they (*did, done*).
10. Has he (*come, came*)? Where has he (*gone, went*)?

4. Were you able to choose the correct verb for each sentence above? Were you able in each instance to give a good reason

for your choice? This exercise and the preceding ones show us that, if we wish to speak and write good English and be sure that we are doing so, we need to learn more about the most important words in English grammar, the verbs.

2. The Kinds of Verbs

Exercise. Which verbs in the sentences below are followed by objects? If you omit the objects, do the sentences still make sense?

1. The stranger found a purse.
2. The purse contained money.
3. The horse galloped.
4. The heavy mist of the morning had disappeared.
5. Columbus discovered America.
6. The angry dog bit the angry man.
7. The children laughed heartily over the story.
8. The soldiers struggled bravely up the hill.
9. Farmer Reed's sons raised the best corn in the country.
10. The motor truck carried the heavy load easily.

Some verbs are followed by objects. We have seen that without the object the sentence did not make sense. The object is needed to name the person or thing that receives the action which the verb expresses. Verbs of this kind are called **transitive verbs**.

A transitive verb is one that expresses action which is received by some person or thing.²⁴

Exercise. Point out the transitive verb and its object in each of the following sentences. Read each sentence without the object. Does it still make sense?

1. Magellan made landings at various places on the coast of South America.
2. At one place he bought six hens for a playing card.
3. The trade delighted the natives.

4. A knife or a bell would purchase any amount of provisions.
5. Magellan discovered plans for mutiny among his followers.
6. He surprised the ringleaders.
7. He took severe measures.
8. Nevertheless, he lost one of his ships later on.
9. The men dreaded the long voyage.
10. At last they reached the Spice Islands.

All verbs that are not transitive are called **intransitive verbs**.

Exercise. Which of the verbs in the following sentences are transitive? How do you tell? Which are intransitive? .

1. I saw him.
2. He walked to his office.
3. The children laughed.
4. I lost my pencil.
5. The wind blew.
6. The dry leaves rustled.
7. The day passed quickly.
8. George solved the hard problem in to-day's lesson.
9. The teacher praised George.
10. George is happy.

Sometimes the same verb is transitive in one sense and intransitive in another. Thus :

1. The mother *called* the child. (TRANSITIVE)
2. The mother *called* and *called*, but nobody answered. (INTRANSITIVE)
3. He *returned* the book promptly. (TRANSITIVE)
4. He *returned* after dark from his long walk. (INTRANSITIVE)

Some intransitive verbs are followed by a noun, a pronoun, or an adjective that defines or describes the subject of the sentence. Thus :

1. George is happy.
2. That is George.
3. The teacher looked kind.
4. It is I.

In such sentences as those at the bottom of the preceding page, the verb is little more than a link between the subject and the predicate word. Therefore, intransitive verbs of this sort have been well named **linking verbs**. We can always tell a linking verb by the fact that it is followed by a predicate word — that is, by a noun, a pronoun, or an adjective in the predicate that defines or describes the subject of the sentence.

The most common linking verb is the verb *is*, in its various forms (*was, were, am, are, etc.*).⁴¹

Other verbs that are frequently used as linking verbs are *appear, become, continue, remain, feel, seem, smell, sound, taste*. It is a good plan to memorize this list.

Usually a verb may properly be called a linking verb if some form of the verb *is* can be substituted for it without greatly changing the meaning of the sentence.

Exercise. 1. Some of the following sentences contain linking verbs. Point out each linking verb, and tell whether the predicate word following it is a noun, a pronoun, or an adjective.

1. The puppy grew. He grew rapidly.
2. He was pretty. He seemed healthy.
3. They laughed. They laughed very heartily. They laughed over the incident.
4. John was my best friend. He remained my best friend.
5. They rowed to the nearest point on the wooded shore.
6. The old settler appeared happy.
7. Finally they returned through the woods to the shore.
8. They sailed. They sailed away. They sailed away down the bay to the fishing banks.
9. The water was smooth, and the wind proved steady and strong.
10. The day continued fine, and everybody remained happy.

2. Pick out the linking verbs in the following sentences. Name the predicate word following each. Pick out the transitive verbs. Name the object of each transitive verb.

1. Grant was a simple, direct man and had been a superb soldier.
2. The war produced some great men.
3. Gradually the South became prosperous.
4. The president laughed heartily over the joke.
5. He worked all the morning in his office.
6. The children played in the sunshine.
7. The Filipinos retreated to their swamps and jungles.
8. They were brave fighters.
9. For a long time they successfully resisted our army.
10. In due time they understood us better, and we understood them better.
11. Now we are friends.
12. Peace reigns over those picturesque islands.
13. A strange animal crept out of the bushes.
14. It appeared dangerous.
15. The boy shot it with his rifle.
16. We examined the beautiful skin.
17. Was that an explosion?
18. Bring the field glass with you.
19. Do you see it?
20. The smoke first appeared over the roof of the little back kitchen.

3. Make sentences using the following verbs. After you have made each sentence, tell whether the verb in it is a transitive verb and give the reason for your opinion. If it is not a transitive verb, tell whether it is a linking verb and give your reason.

shoot	is	run	taste	enjoy	sing
live	seem	attack	travel	worry	fear
dwell	study	buy	make	deny	fall

CORRECT USE

Several common errors can be avoided more easily if we remember that a transitive verb is followed by an object, and that a linking verb is followed by a word which defines or describes the subject of the sentence.

I. A pronoun that is the object of a transitive verb must be an object pronoun. Thus :

Mr. Brown met *him* and *me* on the corner. (NOT: Mr. Brown met *he* and *I* on the corner.)

This is the girl *whom* you saw last week. (NOT: This is the girl *who* you saw last week.)

Whom are you watching? (NOT: *Who* are you watching?)

II. Since a pronoun that is the predicate word after a linking verb, defines or describes the subject of the sentence, it must be a subject pronoun. Thus :

It is *I*. (NOT: It is *me*.)

Those two boys were *he* and *I*. (NOT: Those two boys were *him* and *me*.)

Those are *they*, and that's *he*. (NOT: Those are *them*, and that's *him*.)

III. Since the predicate word after a linking verb defines or describes the subject of the sentence, it cannot be an adverb. Thus :

This flower smells *sweet*. (NOT: This flower smells *sweetly*.)

The boy felt *uncomfortable*. (NOT: The boy felt *uncomfortably*.)

The music sounds *beautiful*. (NOT: The music sounds *beautifully*.)

Exercise. Choose the correct word for each blank in the sentences that follow. In each instance explain your choice.

1. (*Who, whom*) do you see?
2. Is it (*he, him*) or (*she, her*)?
3. She looks (*neat, neatly*).
4. It was (*I, me*) (*who, whom*) called the firemen.
5. It was (*I, me*) (*who, whom*) he saw.
6. The new machine works (*beautiful, beautifully*).
7. The flowers look (*beautiful, beautifully*).
8. I saw (*they, them*) at my father's shop.
9. Who are (*they, them*)?
10. My sister is (*happy, happily*) to-day, but yesterday she felt (*sick, badly*) and looked (*unhappy, unhappily*).

Group Exercise. 1. Do you ever use transitive verbs in your speaking and writing? Do you ever use linking verbs? Let several compositions be copied on the board or read aloud, slowly, in order that the entire class may study each sentence in them. Are there any transitive verbs? What is the object of each? Are there any linking verbs? What is the predicate word following each?

2. Are there any mistakes in the use of pronouns as objects of transitive verbs? Are there any mistakes in the predicate words after linking verbs?

3. Person and Number of Verbs

As you know, nouns and pronouns have two numbers, the singular and the plural; that is, they mean either one person or thing, or more than one. Besides, you have learned that you can classify some pronouns according to the person they represent, whether the person speaking, or the person spoken to, or the person spoken of. We can arrange these pronouns according to the following table, which shows at a glance the person and number of each:

	SINGULAR NUMBER	PLURAL NUMBER
<i>First Person</i>	I	we
<i>Second Person</i>	you	you
<i>Third Person</i>	he, she, it	they

Since nouns almost always name the person spoken of, they are said to be of the third person, singular or plural.

Do verbs also have person and number? Let us see. Let us use each of the pronouns in the preceding table as the subject of the same verb, the verb *is* in its various forms, and let us see whether the verb is changed as the subject is changed.

	SINGULAR NUMBER	PLURAL NUMBER
<i>First Person</i>	<i>I am</i>	<i>We are</i>
<i>Second Person</i>	<i>You are</i>	<i>You are</i>
<i>Third Person</i>	<i>He (or she or it) is</i>	<i>They are</i>

We see that the verb *is* has one form (*am*) to go with the first person singular subject, another form (*are*) to go with the second person singular subject, and a third form (*is*) to go with the third person singular subject. In the plural the same form (*are*) is used to go with subjects of all three persons.

Since verbs in some instances change their form as their subjects change in person and number, a verb is said to agree with its subject in person and number. Thus:

1. This book *tells* about Spain. (The verb *tells* is third person, singular number, to agree with its subject, *book*, which is third person, singular number.)

2. These books *tell* about Mexico. (The verb *tell* is third person, plural number, to agree with its subject, *books*, which is third person, plural number.)

3. I *shall go* to Paris. (The verb *shall go* is first person, singular number, to agree with its subject, *I*.)

4. You, Mary, *will go* sometime. (The verb *will go* is second person, singular number, to agree with its subject, *you*.)

5. I *have been* in New York, but he *has been* in London. (The verb *have been* is first person, singular number, to agree with its subject, *I*; and the verb *has been* is third person, singular number, to agree with *he*.)

Verbs make comparatively few changes in form as their subjects change in person and number, but those few are important.

Exercise. 1. What changes are made in the form of the verbs *walk* and *see* as their subjects change in person and number?

	SINGULAR NUMBER	PLURAL NUMBER
<i>First Person</i>	<i>I walk</i>	<i>We walk</i>
<i>Second Person</i>	<i>You walk</i>	<i>You walk</i>
<i>Third Person</i>	<i>He walks</i>	<i>They walk</i>

	SINGULAR NUMBER	PLURAL NUMBER
<i>First Person</i>	I <i>see</i>	We <i>see</i>
<i>Second Person</i>	You <i>see</i>	You <i>see</i>
<i>Third Person</i>	He <i>sees</i>	They <i>see</i>

2. What changes in the form of the verbs *walked* and *saw* are made as their subjects change in person and number?

SINGULAR	PLURAL	SINGULAR	PLURAL
1. I <i>walked</i>	1. We <i>walked</i>	1. I <i>saw</i>	1. We <i>saw</i>
2. You <i>walked</i>	2. You <i>walked</i>	2. You <i>saw</i>	2. You <i>saw</i>
3. He <i>walked</i>	3. They <i>walked</i>	3. He <i>saw</i>	3. They <i>saw</i>

CORRECT USE

Let us see, now, what practical rules, which will help us avoid errors when we speak or write, express this fact that we have just learned.

I. A verb agrees with its subject in person and number. Thus :

This kind of vegetables *grows* rapidly. (The subject, *kind*, is singular; the verb, *grows*, is singular.)

The fragrance of many roses *fills* the air. (The subject, *fragrance*, is singular; the verb, *fills*, is singular.)

I *don't understand* this problem. (The subject, *I*, is first person, singular; the verb, *do understand*, is first person, singular.)

He *does n't understand* the rule. (The subject, *he*, is third person, singular; the verb, *does understand*, is third person, singular.)

Exercise. Choose the correct form of the verb for each sentence that follows, and give the reason for your choice :

1. Neither of them (*likes*, *like*) musical plays.
2. That kind of paper (*don't*, *does n't*) seem good enough for letters.
3. Where (*were*, *was*) you last evening?
4. One of the girls (*study*, *studies*) drawing.
5. Neither of the two (*go*, *goes*) to college.

6. Which of the workmen (*seem, seems*) pleased with the plan?
7. Five 5's (*is, are*) twenty-five; five 6's (*is, are*) thirty; two dozen (*is, are*) twenty-four.
8. Some of the children (*is, are*) on their way to school.
9. (*Don't, does n't*) he know any better?
10. What (*have, has*) happened to the lad?

II. Singular subjects joined by *and* usually take a plural verb.
Thus :

Washington and Braddock *were marching* through the woods.

John and James *are going* swimming.

The house, the barn, and the shed *are burning*.

III. Singular subjects joined by *and*, but referring to a single person only or expressing a single idea, are followed by a singular verb. Thus :

The president and manager of the company *is* in his office. (One person.)

The purpose and intent of the law *is* clear. (The two subjects express a single idea.)

Oatmeal and cream *is* my usual breakfast. (Two singular subjects are taken together as one thing; hence the singular verb.)

IV. Singular subjects joined by *and* but preceded by *each, every, many a, or no* take a singular verb. Thus :

Each boy and girl *reads* his own composition.

Every man, woman, boy, and girl *attends* this service.

No white man and no colored man *believes* this.

Many a hunter and fisherman *visits* this valley every year.

Exercise. Choose the correct verb form for each of the following sentences, and justify your selection :

1. The man, his wife, and his little girl (*is, are*) running to see the fire.
2. (*Is, are*) your father and mother at home?

3. The secretary and the treasurer (*was, were*) in conversation with each other.

4. Every dog and cat (*was, were*) ordered to be killed.

5. A great hue and cry (*was, were*) raised.

6. Crackers and milk (*was, were*) his entire supper.

7. Every boy and girl in that school (*dress, dresses*) neatly.

8. Many a boy and girl (*has, have*) regretted doing poor work in school.

9. Each of us and each of them (*is, are*) going to try for the prize.

10. (*Is, are*) your brother and sister in school now?

11. No horse, no cow, and no sheep (*was, were*) allowed to leave that country.

12. The founder and supporter of the movement (*is, are*) coming on a tour of inspection.

V. Singular subjects joined by *or* or *nor* take the verb in the singular. Thus :

Harriet or Sarah *is going*.

Neither the father nor the mother *is* in good health.

Neither ammunition nor food *is* left.

VI. A singular subject followed by words that are joined to it by *with, together with, as well as, in addition to*, takes a singular verb. Thus :

The captain, with some of his officers, *is* on the bridge.

Tom, as well as half a dozen other boys, *is skating*.

The entire train, with all its passengers, *was destroyed*.

VII. A singular subject takes a singular verb, even if one or more plural words come between the subject and its verb. Thus :

No one except the members *is admitted*.

Every one of us *is* anxious to succeed.

The story of his many adventures *makes* good reading.

The famous library with its thousands of books *was* destroyed.

VIII. In a sentence beginning with the introductory word *there* the verb is singular if the subject is singular, and plural if the subject is plural. Thus :

There *are* many kinds of people in the world. (Not: There *is* many kinds of people in the world.)

There *is* a great quantity of cotton on board that ship.

There *are* all sorts of tools in that hardware store.

Exercise. In the sentences that follow choose the verb that seems to you correct, and give the reason for your choice :

1. The lighted tree, as well as the excited children, (*was, were*) pleasant to see.

2. The mother hen with her ten chicks (*is, are*) in the garden.

3. Tom or Ted (*is, are*) playing in the big game this afternoon.

4. Every little movement and every little smile of the baby (*was, were*) interesting to its father.

5. No thoughtful man and no ambitious boy (*do, does*) what will injure his health.

6. Cotton, as well as blotting paper, (*absorb, absorbs*) ink.

7. The porch with its lighted Japanese lanterns (*was, were*) a pretty sight.

8. Neither of the two children (*was, were*) injured.

9. The locomotive with its long train of cars (*is, are*) in the river.

IX. The meaning rather than the form of the subject controls the number of the verb. Thus :

"The Three Musketeers" *was written* by Dumas.

Twelve dollars *is* too much for that gun.

The committee *is* ready to report. (The committee consists of several persons, but it is here thought of as one group.)

The committee *are* in the room, laughing and chatting. (The individuals that make the group are thought of in this sentence.)

My family *is* with me.

My family *are* all well.

The news from abroad *was* most discouraging.

Mathematics *is* my principal study this year.

Politics *is* his chief interest.

There *is* plenty for all. (*Plenty* considered as quantity, as of bread or soup.)

There *are* plenty for all. (*Plenty* considered as number, as of apples.)

X. When a relative pronoun is the subject of a verb, its verb takes the person and number of the word for which the pronoun stands. Thus :

I who *am going* shall meet you there.

You who *are going* ought to stay at home.

He who *is going* may not return.

They who *are going* know the way.

Exercise. Choose the verb that you think most suitable for each of the following sentences, and give your reason for choosing it. In some instances both forms are correct.

1. The public (*is, are*) cordially invited.
2. A part of the apples that remained (*was, were*) spoiled.
3. Who of you (*sees, see*) the point of this paragraph ?
4. Neither she nor he (*was, were*) present.
5. Neither of her two brothers (*was, were*) present.
6. Neither of her brothers (*is, are*) likely to hear of this.
7. The pupils as well as the teacher (*suffer, suffers*) from the negligence of the janitor.
8. Are you going with him who (*am, are, is*) going back home, or with me who (*am, are, is*) going right on to the schoolhouse ?
9. One hundred dollars (*is, are*) too much for that little pony.
10. A jury of twelve pupils (*was, were*) carefully selected.
11. The scissors (*lie, lies*) on the table.
12. The ashes (*is, are*) in the ash box.

Exercise. Choose the correct verb form for each of the following sentences, and give a good reason for your choice :

1. Neither the clock nor my watch (*was, were*) going.
2. Every hour and every minute (*is, are*) important in this all-day race.

3. Every hour and every half hour (*count, counts*).
4. I who (*am, are, is*) here know more about it than he who (*am, are, is*) away.
5. It is one of the finest pictures that (*was, were*) painted in this country in that period.
6. His trousers (*is, are*) torn.
7. Her scissors (*lie, lies*) on the floor.
8. The whole class (*was, were*) studying the arithmetic lesson.
9. Gentlemen, the nation (*is, are*) thinking about your votes on this question.
10. He, as well as his cousins, (*is, are*) going.
11. The captain of the team, with some of the better players, (*is, are*) on the way to the game.
12. They, as well as my brother, (*was, were*) anxious to win.
13. Neither of us (*is, are*) going to the gymnasium.
14. Each of you (*is, are*) expected to do this.
15. Neither food nor shelter (*was, were*) theirs.
16. Many a soldier and many a civilian (*is, are*) lying awake these exciting nights.
17. Many a bee and many a butterfly (*visit, visits*) that flower.
18. Each trunk and box in the attic (*was, were*) eagerly searched by the children.
19. The aeroplane and the gull (*is, are*) side by side in the air.
20. (*Don't, doesn't*) it seem high up!
21. The aviator (*don't, doesn't*) seem to be afraid, does he?
22. Each of the boys (*do, does*) his very best.

Group Exercise. 1. It is now time to examine your own writing in the light of what you have learned about the agreement of a verb with its subject in person and number. Several pupils' compositions should be copied on the board, or slowly read aloud, so that the class may tell whether the verbs are correctly used.

2. If anywhere in these compositions a pronoun is used as the object of a transitive verb, the class will decide whether the correct pronoun form has been employed. Are there any mistakes in the predicate words following linking verbs?

4. Tense

a. *Present, Past, Future*

- | | |
|---------------------------------|---------------------------------|
| 1. I <i>see</i> the flag. | 6. I <i>shall walk</i> to town. |
| 2. I <i>saw</i> the flag. | 7. I <i>walked</i> to town. |
| 3. I <i>shall see</i> the flag. | 8. I <i>walk</i> to town. |
| 4. I <i>shall be</i> a lawyer. | 9. I <i>stayed</i> at home. |
| 5. I <i>was</i> a lawyer. | 10. I <i>am</i> a lawyer. |

Exercise. Which of the verbs in the preceding sentences refer to the present time? Which of them refer to past time? To what time does the verb in the sixth sentence refer? Which verbs refer to future time?

Verbs have different forms to indicate different times. Each of these time forms is called a *tense* of the verb.

The *present tense* of a verb is that form of it which denotes present time. Thus :

I *see*. I *walk*. I *am*. I *laugh*.

The *past tense* of a verb is that form of it which denotes past time. Thus :

I *saw*. I *walked*. I *was*. I *laughed*.

The *future tense* of a verb is that form of it which denotes future time. Thus :

I *shall see*. I *shall walk*. I *shall be*. I *shall laugh*.

We *shall talk*. We *shall obey*. We *shall go*. We *shall see*.

You *will be* there. He *will be* there. They *will be* there.

The hunters *will capture* the deer. The boy *will run* after them.

Observe that when *I* or *we* is the subject of a verb in the future tense the word *shall* is used to form the future. When, however, the future verb has any other subject, the word *will* is used to form the future.

Exercise. 1. What is the tense of the verb in each of the following sentences?

1. I *graduated* at the Longfellow School last June.
2. I *shall go* to high school.
3. A boy *wants* a position in a grocery store.
4. He *will go* to school again next fall.
5. I *am* in the city, and you *are* in the country.
6. I *was* in the country, and you *were* in the city.
7. The leader *awakens* the cowboys at a very early hour.
8. They *eat* their breakfast, *feed* their ponies, and by four o'clock *are* in the saddle for a long day's work.
9. The rider, with skillful hand, *threw* his lasso around the hind legs of the animal.
10. No one *will know* the fate of the fisherman who never *returned*.

2. Use each of the verbs below in two sentences (1) in the past tense, (2) in the future tense. Thus:

1. California *manufactured* sixteen thousand barrels of olive oil last year.
2. California *will manufacture* little, if any, more next year.

manufacture	see	visit	use	make
exercise	do	work	find	escape
develop	go	sing	sell	change

b. The Perfect Tenses

Every action must of course take place in present time, in past time, or in future time.

But if we wish to express the fact that an action is finished or completed in the present, we cannot use the present tense and say,

I *write* the letter,

because that means that the writing is going on now. Nor can we use the past tense of the verb and say,

I *wrote* the letter,

because that could mean that the writing was completed a month ago, or years ago. But if, as we lay down the pen, and the letter lies completed or perfected before us, we say,

I *have written* the letter,

this verb tells that the writing is complete or perfect at the present time.

The verb *have written* is not in the present tense (for *write* is present); nor is it in the past tense (for *wrote* is past); it is in the **present perfect tense**.

Exercise. 1. Give the present perfect tense, with the subject *I*, of the following verbs: *work, play, obey, return, jump, laugh, is*. Thus (using the verbs *start, sail, smile*):

I *have started*.

I *have sailed*.

I *have smiled*.

2. Give the present perfect tense of these same verbs, with the subject *you*; with the subject *he*; with the subject *we*; with the subject *they*.

The part of the verb that is used with *have* (and *has*) to form the present perfect tense is called the perfect participle. Thus, in *I have written*, *written* is the perfect participle; in *he has started*, *started* is the perfect participle; in *he has gone*, *gone* is the perfect participle used with *has* to form the present perfect tense of the verb *go*. We can always tell the present perfect tense of a verb: it always consists of *have* (or *has*) together with the perfect participle of the verb.

Exercise. Make sentences containing the following verbs in the present perfect tense. Make two sentences for each verb. Thus:

The old trapper *has walked* ten miles to-day.

I *have* often *walked* with him through the woods.

see	smile	sail	play	go
walk	talk	make	work	tell
is	write	tease	do	buy

The **past perfect tense** of a verb is that form of it which denotes that the action was complete or perfect at some point in past time. It is formed by prefixing the verb *had* to the perfect participle of the verb. Thus :

I *had written* the telegram yesterday when his letter came.

Before he arrived, I *had made* up my mind what to do.

He *had started* for the game when I met him.

The girls *had finished* their sewing when their mother returned.

The **future perfect tense** is the form of a verb that denotes that the action of the verb will be complete or perfect at some future time. It is formed by prefixing *shall have* (and *will have*) to the perfect participle of the verb. Thus :

I *shall have seen* your brother before you return.

You *will have graduated* before we see you again.

I *shall have written* him before the first of next month.

He *will have reached* Japan before winter.

We *shall have finished* our breakfast when you arrive.

c. Review of the Six Tenses

Let us arrange in a column the six tenses of a verb, writing opposite each the name of the tense.

<i>Present Tense</i>	(I) see
<i>Past Tense</i>	(I) saw
<i>Future Tense</i>	(I) shall see
<i>Present Perfect Tense</i>	(I) have seen
<i>Past Perfect Tense</i>	(I) had seen
<i>Future Perfect Tense</i>	(I) shall have seen

Exercise. 1. Arrange in columns like the preceding one the six tenses of each of the following verbs. Write opposite each verb form the name of the tense.

jump

do

work

write

2. Tell the tense of each verb in the following sentences :

1. Some boys are ambitious.
2. The work of the world now lies before you.
3. We see idlers and loafers and despise them.
4. Men no longer do *things*, but they do *one thing*, and in many cases only *part* of one thing.
5. Every boy is good for something.
6. "I shall succeed, if I learn what kind of work I can do best," said Edward to his sister.
7. Where have you been all these years?
8. Nothing will help you more than your own hard work.
9. Many girls had tried the difficult task, and had given it up, when Mary appeared at the office.
10. Have you read a book for boys and girls about choosing one's life work?

Group Exercise. 1. Several compositions should be read aloud slowly, in order that the class may tell the tense of each verb.

2. Are there any mistakes in the use of any of the verbs or of the words — objects or predicate words — that belong with them?

d. The Principal Parts of Regular and Irregular Verbs

Exercise. 1. In the three columns below are the six tenses of the verbs *see*, *go*, and *do*. Read and name each tense.

2. Which tenses contain the perfect participle of the verb?
3. Compare the present tense and the past tense of each verb. Are they alike?

4. In what respect are the present and the future tense alike?
In what respect are they different?

do	see	go
did	saw	went
shall do	shall see	shall go
have done	have seen	have gone
had done	had seen	had gone
shall have done	shall have seen	shall have gone

Three parts of the verb are so important that they are called the **principal parts**. These are :

- (1) The present tense first person singular ;
- (2) The past tense first person singular ;
- (3) The perfect participle.

These three parts of a verb we must know in order to form its six tenses.

Most verbs (of the thousands of verbs in the language) form their past tense by adding *ed* (or *d*) to the present tense, first person singular. Thus : I walk, I *walked* ; I enjoy, I *enjoyed* ; I hope, I *hoped* ; I fear, I *feared* ; I like, I *liked* ; I jump, I *jumped* ; I call, I *called*.

Most verbs form their perfect participle by adding *ed* (or *d*) to the present tense, first person singular. That is, with most verbs the perfect participle is the same in form as the past tense. Thus : (present tense) I *walk*, (past tense) I *walked*, (perfect participle) I have *walked* ; I *call*, I *called*, I have *called*.

Verbs that form the past tense and the perfect participle by adding *ed* (or *d*) to the present tense are called **regular verbs**.

The following columns contain the principal parts (in italics) of some common regular verbs :

PRESENT TENSE

I *laugh*I *work*I *bake*I *live*I *learn*

PAST TENSE

I *laughed*I *worked*I *baked*I *lived*I *learned*

PERFECT PARTICIPLE

I have *laughed*I have *worked*I shall have *baked*I had *lived*I have *learned*

Some verbs, about one hundred of which are in common use, form their past tense and their perfect participle without adding *ed* (or *d*), but usually by changes in the vowels of the present form. Thus :

I *sing*I *drink*I *give*I *see*I *am*I *sang*I *drank*I *gave*I *saw*I *was*I have *sung*I have *drunk*I have *given*I have *seen*I have *been*

Verbs of this sort are said to form their past tense and their perfect participle irregularly ; they are called **irregular verbs**.

A list of irregular verbs with their principal parts is given in the Appendix. When you are in doubt about the principal parts of a verb consult either the Appendix or the dictionary.

In giving the principal parts of verbs it is usual to give only the verb forms without subjects or helping verbs. As : *write, wrote, written* (instead of *I write, I wrote, I have written*) ; *drink, drank, drunk* ; *eat, ate, eaten* ; *smile, smiled, smiled*.

Exercise. 1. Give the principal parts of these verbs :

Start, delay, arrive, offer, hope, run, eat, go, take, know, jump, leap, point, hail, sail, leave, catch, keep, bring, make, dress, trim, talk, wash, smile, write, sit, ring, forget, laugh, cough, play, work, walk, have, is, spin, speak, show, shake, ride, buy, sell, bite, begin, feel, sweep, cut, obey, sleep, hit, tell, drink, change, see, come, sing.

2. Using those verbs that the teacher selects from the preceding list, fill the blanks in the following sentences with

the proper forms of each. Supply objects or predicate words for those verbs that need them.

1. I — now. He — now. We — now.
2. I — yesterday. They — yesterday.
3. I shall — to-morrow. You — — to-morrow.
4. I have — to-day. You — — to-day. He — — to-day.
5. I had — yesterday. We had — yesterday.
6. I shall have — to-morrow. You will have — to-morrow.
7. The man — to-day. The men — to-day.
8. The boys have — to-day. John has — to-day.

3. Pick out the verb in each of the following sentences and tell its tense. Then give its principal parts.

1. The party of Indians had crossed the river.
2. We passed the islands.
3. The officers of each boat lived with their crew, ate the same food, and slept in the same tent with them.
4. A small and delicately shaped fox probably derives its entire support from these small animals.
5. Everywhere we shall see the same birds and insects.
6. Patagonia can boast of a greater stock of small mice than perhaps any other country in the world.
7. The puma had followed and preyed upon certain animals.
8. We examined and watched for the most trivial sign of a change.
9. This day I shot a condor.
10. It measured from tip to tip of the wings eight and one-half feet.
11. In December the condor lays two large white eggs on a shelf of the bare rock.
12. The old birds generally live in pairs.
13. Those condors will have attacked the young goats and lambs before noon.
14. Among these savages the men fought, hunted, took care of the horses, and made the riding gear.
15. The women will load and unload the horses to-morrow.

CORRECT USE

The forms for the past tense and the perfect participle of verbs are often confused. Observe the following correct forms. The perfect participle is the form that is properly used with *have*, *has*, and *had*.

I *saw* the horse in the field. (NOT: I *seen* the horse in the field.)

I *had seen* him before. (NOT: I *had saw* him before.)

He *did* it. (NOT: He *done* it.)

Who *has done* this before? (NOT: Who *has did* this before?)

Has John *come* home yet? (NOT: Has John *came* home yet?)

The riders *came* at a fast gallop. (NOT: The riders *come* at a fast gallop.)

They *drank* the milk. (NOT: They *drunk* the milk.)

They *have drunk* the milk. (NOT: They *have drank* the milk.)

He has *gone* to the office. (NOT: He has *went* to the office.)

Exercise. Give the principal parts of each verb in parentheses in the sentences that follow. Then select the form suitable for the sentence, and state the reason for your selection.

1. (*swim*) The athletic boy ——— across the small lake.
2. (*swim*) Have you ever ——— a mile?
3. (*break*) The wheel of the wagon has ———.
4. (*burst*) The tire of his motor cycle had ———.
5. (*catch*) How many fish have you ———?
6. (*come*) My friends ——— yesterday.
7. (*come*) They have never ——— to see me before.
8. (*do*) What have you ———?
9. (*do*) Or was it Frank who ——— it?
10. (*draw*) He ——— a fine picture of it yesterday, but he has ——— finer ones.
11. (*drink*) Have you ever ——— distilled water?
12. (*drink*) We ——— apple juice the other day.
13. (*drink*) Have you ever ——— that?

14. I (*see*) the accident, but I have not (*see*) or heard from the farmer since.

15. What have you (*eat*)? Never in my life have I (*eat*) what you say you (*eat*) yesterday.

16. After it grew dark we all (*go*) to the fire where the old folks had (*go*) before.

17. But I (*write*) you all about it in my last letter. Don't you remember what I (*write*)?

18. Have you (*see*) all the letters I have (*write*)?

19. I'm afraid that you have not (*take*) time to read carefully what I (*write*).

20. See where he has (*go*) and what he has (*do*) and what he has (*see*) and (*write*).

5. The Passive Form of Verbs

Exercise. 1. In which of these sentences is the subject represented as the doer? In which is the subject represented as having something done to it?

1. The Indian boy shot a buffalo.
2. A buffalo was shot by the Indian boy.
3. The careless girl spilled the red ink.
4. The red ink was spilled by the careless girl.
5. The storm destroyed the long pier.
6. The long pier was destroyed by the storm.

2. In the following sentences the subject is represented as performing the action named by the verb. Change the form of each verb so that it will represent its subject not as active but as passive, not as the doer but as the receiver of the action.⁹⁵ Thus:

The dog *obeys* that little boy. (ACTIVE)

That little boy *is obeyed* by the dog. (PASSIVE)

1. The dog bit that little girl.
2. The child saw the comet.
3. The cow will eat all that corn.

4. The heavy motor truck nearly struck the girl.
5. The boy photographed the high building.
6. We have often visited the old mill.
7. I had already seen the snake when you frightened it.
8. She will take music lessons this winter.
9. This boy will want a position at some time.
10. The man keeps bees ; the bees will give him much delicious honey.

The form of a verb that represents the subject as the doer is called its **active form**. The form of a verb that represents the subject as the receiver of the action is called its **passive form**.

Exercise. 1. Tell whether the verb in each of the following sentences is the active or the passive form :

1. The river reflects the green trees.
2. The green trees are clearly reflected in the river.
3. The noise of the big city tired the stranger.
4. The stranger was tired by the noise of the big city.
5. He will tell me to-morrow ; he will send a letter.
6. The letter will be sent to-morrow.
7. My brother and I have played that game often.
8. That game has often been played in this house.
9. The squirrel had already seen the hunter.
10. The hunter had already been seen by the squirrel.
11. You will have studied many interesting subjects before you graduate from the high school.
12. Before you graduate from the high school, many interesting subjects will have been studied by you.
13. Mrs. Jones calls her boy at this time every evening.
14. Tom Jones is called by his mother at this time every evening.
15. The brilliant lawyer defended the old tramp.
16. The old tramp was defended by the brilliant lawyer.
17. They saw us at the same time as we saw them.
18. We were seen by them at the same time as they were seen by us.
19. The sailor unfurled the American flag when they spied the ship.
20. The American flag was unfurled by the sailor when the ship was discovered in the bay.

2. Name the tense of each verb in the preceding sentences.

3. Change each verb in the following sentences to the passive form, without changing its tense or the meaning of the sentence. Thus :

Our boys *won* the game. (The verb *won* is the active form, past tense.)

The game *was won* by our boys. (The verb *was won* is the passive form, past tense.)

1. I never saw a more beautiful country.
2. We fastened our anchor upon the land.
3. Elizabeth released Raleigh a month before this event.
4. He fitted out two expeditions for the colonization of Virginia.
5. The Spaniards found a strange tribe in that country.
6. We felled some great trees, and shall fell a good number more.
7. If I break my ax, I shall do no more work to-day.
8. We reached the island safely, and successfully landed our stores and provisions.
9. I cannot tell the whole story now.
10. These savages will understand our signs and gestures.
11. My friend that evening brought me welcome news.
12. We made a camp in the bend of the creek.
13. An old guide conducted us to the place.
14. I caught a large trout in ten minutes.
15. We passed several parties of men, women, and children from Quebec.
16. He drove his automobile through the deep sand of that bad road.
17. That evening his father read the news of the accident.
18. The Indian women wove the beautiful rug.
19. A gentleman bought it for his daughter's room.

It is clear from the foregoing exercise that it is often possible to express exactly the same thought in two different ways : one that uses the verb in the active form ; another that uses the verb in the passive form. It will help us to speak and write better if we keep this fact in mind.

CORRECT USE

Every passive verb form ends with the perfect participle of the verb. Thus :

1. All the water *is drunk*. (NOT: All the water *is drank*. The perfect participle of *drink* is *drunk*. The past tense of *drink* is *drank*.)

2. That song *will be sung* to-night. (The perfect participle of *sing* is *sung*.)

3. The work *has been done* well. (NOT: *has been did*. The perfect participle of *do* is *done*. The past tense of *do* is *did*.)

4. The glass *is broken*. (NOT: The glass *is broke*.)

5. The window *has been broken*. (NOT: The window *has been broke*.)

6. The bell *has been rung*. (NOT: The bell *has been rang*.)

7. All the water *has been drunk*. (NOT: All the water *has been drank*.)

Exercise. In the following sentences use the correct form of the verb given in parentheses :

1. (*forget*) The old name of that street has been —.
2. (*drive*) That horse has been — too fast.
3. (*run*) Many a race has been — on this good track.
4. (*write*) Have all your letters to me been — at this desk?
5. (*throw*) The wrestler was — in five minutes.
6. (*take*) My book has been — again.
7. (*froze*) The water on the pond was — early this morning.
8. (*choose*) When I arrived, the players had all been —.
9. (*grow*) Some fine trees have been — by that careful farmer.
10. (*ride*) This bicycle has never been —.

6. Special Verb Phrases

A verb phrase is a group of words used as a single verb. As :

I *shall go* there.

You *may go* with me.

The hunter *was wounded*.

The dogs *were barking* with all their might.

A verb phrase consists of a **principal verb** and a verb or verbs that help the principal verb make its assertion about the subject. The verbs that are used as helpers in verb phrases are called **helping verbs**.

The helping verbs are *is* (in all its forms), *have*, *has*, *had*, *shall*, *will*, *may*, *can*, *must*, *might*, *could*, *would*, *should*, *do*, *did*.

There are a number of important verb phrases that are formed by combining the simple verb with the helping verbs *may*, *can*, *must*, *might*, *could*, *would*, and *should*.

1. Verb phrases formed with *may* (past tense, *might*) express permission or possibility. Thus :

May I go to the game? (PERMISSION)

My father *may take* me to the office. (POSSIBILITY)

It *might have been*. (POSSIBILITY)

2. Verb phrases formed with *can* (past tense, *could*) express ability. Thus :

Any studious child *can do* this.

Can you *climb* that tree?

I *could climb* it a year ago.

3. Verb phrases formed with *must* express necessity. Thus :

I *must go*.

You *must go*.

He *must go*.

We *must go*.

They *must go*.

4. *Shall* is used with *I* and *we*, *will* with all other subjects, to express future time. Thus :

FUTURE TENSE

SINGULAR

1. I shall go
2. You will go
3. He will go

PLURAL

1. We shall go
2. You will go
3. They will go

5. *Will* is used with *I* and *we*, *shall* with all other subjects, to express will, purpose, promise, determination, command, or threat. Thus :

PROMISE, THREAT, PURPOSE, ETC.

SINGULAR

1. I will go
2. You shall go
3. He shall go

PLURAL

1. We will go
2. You shall go
3. They shall go

Observe the following sentences :

We shall go if the weather is fair. (FUTURE TIME)

We will go whether it rains or shines. (WILL, DETERMINATION)

You will discover that I was right. (FUTURE TIME)

You shall have a chance to show what you can do. (PROMISE)

He or they will learn the truth of this some day. (FUTURE TIME)

He or they shall suffer for this. (PROMISE, THREAT)

6. In questions the word is used, either *shall* or *will*, that is expected in the answer. Thus :

Shall you have time to-morrow to see me? (ANSWER : I shall have time.)

Will you see me to-morrow? (ANSWER : I will.)

Exercise. 1. Choose for each of the blanks below the correct helping verb to express future time, and explain your selection :

1. We — go to-morrow if we still feel like it.
2. He — be a man some day and — have a vote.
3. I — read the book evenings.
4. You — never know how you looked as a baby.
5. In due time we — grow old.
6. If you are so careless you — hurt yourself.
7. We — be glad to have you visit us.
8. We — have forgotten all about this by then.

2. Insert in the blanks in the following sentences the proper helping verb (*shall* or *will*) to express will, purpose, promise, determination, and explain your choice :

1. I — not go to that school while the ventilation is so bad.
2. You — not go either.
3. He — accompany us whether he feels like it or not.
4. We — do all we can to help you out of this difficulty.
5. You — not interfere with our plans.
6. I — oppose this scheme as long as I am strong enough to work and speak.
7. They — be ordered out of that dangerous place if I have to do it myself.

7. Correct Use of Verbs

We have already learned much about the correct use of verbs.⁹⁶ But there are several more correct uses to be pointed out, so that the errors which correspond to them may be avoided.

A number of verbs are frequently used incorrectly, chiefly because their meanings are not kept clearly in mind.

a. Learn and Teach

Learn means "acquire knowledge," and *teach* means "impart knowledge." Thus :

I *learned* many tricks, and I *taught* my brother these.
Will you *teach* me how to do that?
Where did you *learn* it?

Exercise. Fill the blanks in the following sentences with the proper forms of *learn* or *teach*, and explain your choice of verb :

1. Perhaps I shall — some tricks at the circus.
2. Then I 'll — them to my friends.
3. Please — me how to run this automobile.

4. If you will — this to-day, I shall — you something new to-morrow.
5. My father is — me how to ride a horse.

b. Lay and Lie

Lay (*laid, laid*) means "place," "put," "put down in a place." *Lay* is a transitive verb. Observe that it is followed by an object. Thus:

Lay it on the table.

He *laid* it on the shelf.

They *have laid* the invalid on some straw in the wagon.

Lie (*lay, lain*) means "remain," "recline," "rest," "be in a place." *Lie* is an intransitive verb. It is never followed by an object. Thus:

It *lies* on the table.

It *lay* there all the week.

There the old stump *has lain* for years.

Exercise. Fill the blanks in the sentences below with the proper forms of *lay* or *lie*, and give the reason for your selection:

1. Please — that book on my desk.
2. Have you — it there yet?
3. George — it on the chair yesterday.
4. The dog — the ball at my feet.
5. She — in the hammock and reads.
6. She — there all day yesterday.
7. It is a long time since I — in a hammock.
8. — my shawl in the hammock so that I may — on it.
9. There is the tree we felled last fall; it has — there all winter.
10. — down, Tige, you good dog!
11. Do you like to — in bed mornings?
12. — your head on the pillow and go to sleep.

c. *Set* and *Sit*

Set (*set, set*) means "place," "put." *Set* is a transitive verb. Observe that it is followed by an object. Thus:

I *set* the basket on the bench.

I *set* the hen on the eggs yesterday; there she sits.

I *had set* her there last night, but she would not stay.

Sit (*sat, sat*) means "have a seat." *Sit* is an intransitive verb and is not followed by an object. Thus:

There she *sits* in the rocking-chair.

There her mother *sat* in years gone by.

I *had sat* on the beach all that morning.

Exercise. Fill the blanks below with the proper forms of *set* or *sit*, and explain each insertion:

1. Every day I gather the eggs and —— the basket of them in the cellar.
2. —— down and tell me all about it.
3. There he —— smoking his old pipe.
4. Have you —— the kettle on the stove?
5. Then —— down and take a rest.
6. The hen is —— on the eggs; I set her there.
7. One day he —— in the old armchair.
8. —— your pail on the kitchen table and —— down and talk awhile.
9. John, you —— here, and Mary, you —— over there.
10. Lie down or —— down, but get a rest.

d. *Miscellaneous Correct Forms*

1. The officers *hanged* the pirate. (NOT: The officers *hung* the pirate.)
2. They *hung* the deer on a tree to skin it.
3. You *ought* to visit him. (NOT: You *had ought* to visit him.)
4. You *ought* not to be careless. (NOT: You *had n't ought* to be careless.)

5. I *think* I shall read awhile. (NOT: I *guess* I shall read awhile.)
6. *Guess* what I saw down town. That's not it; *guess* again.
7. I'll *telephone* you later. (NOT: I'll *phone* you later.)
8. I was *brought up* here. (NOT: I was *raised* here.)
9. He *raised* a fine horse on his farm.
10. The bread *rises*. (NOT: The bread *raises*.)
11. I *suppose* you were puzzled. (NOT: I *expect* you were puzzled.)
12. If I *was* sure of this, I'd report it. (NOT: If I *was* sure of this, I'd report it.)
13. If he *were* more studious, he would succeed. (NOT: If he *was* more studious, he would succeed.)
14. If I *were* you, I should go. (NOT: If I *was* you, I should go.)
15. If you *were* more polite, people would like you better.

Exercise. Fill the blanks below with the proper verbs :

1. They did not shoot the deserter, they — him.
2. Hang your coat on that hook where you — it last summer.
3. He — not to leave the door open on a cold day like this.
4. — what I have in my pocket and you may have it.
5. I — that I must have been mistaken.
6. Yes, I spent my boyhood here ; I was — on this very farm.
7. What a fine cow that is ! Did you — her yourself ?
8. If I — going, I should take you along.
9. If he — taller, that coat would just fit him.
10. You — never to do that again.

e. Review of Correct Use

Exercise. Choose the correct verb for each of the following sentences and justify your choice :

1. I was studying at that time. (*Was, were*) you ?
2. (*Don't, does n't*) she know enough to keep away from that dog ?
3. The house and the barn (*is, are*) on fire.
4. The end and aim of his journey (*is, are*) to find his brother.
5. No white man and no colored man (*is, are*) ever seen in that place.
6. Each pen and each pencil (*is, are*) specially marked with its name.

7. (*Is, are*) your father or your mother at home to-day?
8. Neither a turtle nor a water snake (*was, were*) to be seen.
9. Sarah, as well as her little neighbor, (*was, were*) expecting presents.
10. The crew (*intend, intends*) to leave the vessel on the rocks.
11. Where did you (*lay, lie*) my scissors? Oh, here they (*lay, lie*)!
12. He who (*am, are, is*) without fault may speak the first word.
13. I who (*am, are, is*) your friend do not approve of your conduct.
14. They, as well as my father, (*wonder, wonders*) who is to blame.
15. (*eat*) Have you — your breakfast? (*eat*) I — mine an hour ago.
16. (*do*) What have you — to-day? (*see*) I have not — you at work.
17. (*see*) I — the steamer, but I have not — the captain.
18. (*write*) I — you a letter last week, but you have not — me.
19. (*go*) They — to the fair two years ago, but they have not — since.
20. We (*shall, will*) be glad to have you drop in any evening.
21. We (*shall, will*) do all that can be done to lessen his suffering.
22. No one (*may, can*) enter this building without a permit, if I can help it.
23. He (*shall, will*) be older some day; then we (*shall, will*) teach him.
24. (*May, can*) you come over after supper? You (*may, can*) not lose the way.
25. Whatever I (*learn, teach*) of father, I try to (*learn, teach*) brother.
26. If he (*was, were*) not so angry, I would speak to him about this.
27. If I (*was, were*) stronger, I would thrash him.
28. I expect my father on this train. I (*suppose, expect*) you are expecting yours.
29. See that dog (*laying, lying*) before the fire! (*Don't, does n't*) he like it!
30. An ambitious young man who has (*saw, seen*) good work usually wants to become a good worker.
31. I (*saw, seen*) him doing the work that his father often (*did, done*).
32. These boys have (*went, gone*) to a trade school nearly a year.
33. They (*came, come*) here to learn to do one thing well.
34. Is the window (*broke, broken*)? Who (*saw, seen*) him do it?

8. Sentence Study⁴⁸ and Review of Verbs

Exercise. 1. Point out the subject of each of the following sentences. Point out the verb and, if there is one, the object or predicate word. Name the modifiers of each. Name the essentials and their modifiers in each clause that is itself a modifier.

1. A certain merchant who had great wealth traded extensively with surrounding countries.

2. One day he mounted his horse and journeyed to a neighboring province.

3. The stranger struck him with his sword.

4. It was the first day of the new year.

5. I shall tell you something that you will be glad to hear.

6. We were traveling through that delightful valley.

7. I had never been pursued by a lion, and I was afraid.

8. I divided the money into three equal portions, and when it was all divided each of us went his own way.

9. The physician came, and in a short time he restored me to perfect health.

10. They were astonished at the sight.

2. Point out the verbs in the preceding sentences. Tell what kind of verb or verb phrase each is ; whether it is the active or the passive form ; what its principal parts are ; what its tense is ; and what its subject is. Thus :

The verb *struck*, in the third sentence above, is a transitive verb, its object being the pronoun *him*. It is the active form of the verb. The principal parts are *strike, struck, struck*. It is the past tense, and its subject is the noun *stranger*.

3. In each of the sentences on the following page point out the essentials (the subject, the verb, and, if there is one, the object or the predicate word) and their modifiers. In clause modifiers point out the essentials and their modifiers.

4. Study the verbs as you did those in the preceding sentences.

1. I remained alone in the palace, and at the approach of evening I opened the first door and found a mansionlike paradise, with a garden which contained green trees that were loaded with ripe fruits.

2. It abounded with singing birds, and was watered by copious streams.

3. I saw a black horse, which was saddled and bridled and whose saddle was of red gold.

4. I found a brilliant jewel, of the size of an ostrich's egg, which was placed upon a small stool and diffused a light like that of a candle.

5. Here also I found an open door, and when I opened it I saw a flight of seven steps, by which I ascended to an apartment which was furnished with gold-embroidered carpets.

6. These people had a little window at the back of their house from which a pretty garden could be seen, which was full of flowers and herbs.

7. There was once a fisherman who lived with his wife in a miserable hovel close by the sea, and every day he went out in his boat.

8. One day the man's heart grew heavy, and he would not go.

9. They made a map of the city which showed where the parks and playgrounds were.

10. Every man who dies in our army must fall not of disease but on the field of battle.

11. When Mr. Barber, the traveler, visited China, he took notes of what he saw.

12. Pasteur, who discovered the secret of epidemic microbes, lived in Paris.

13. There was nothing, from the most delicate instruments down to wooden shoes and ax handles, that could not be made on board the *Fram*.

14. It is this rare precious quality of truthfulness that I like in many Dutch paintings which some lofty-minded people despise.

15. When we talk about silk, we are speaking of a very old product, for it was known and used many hundred years ago.

16. Three thousand years before Christ the industry was carried on in China, and the empress who discovered the wonderful power of the silkworm is worshiped by the Chinese to-day.

COMPOSITION — XI

1. Choosing Suitable Verbs

Group Exercise. 1. The following selection should be copied on the board. Then the class will suggest suitable verbs for each blank. The teacher will write on the board all the words proposed so that the class may choose the best one for each blank.

It — on Friday morning, the 12th of October, that Columbus first — the new world. As the day — he — before him a level island, several leagues in extent, and covered with trees like a continual orchard. The inhabitants were seen coming from all parts of the woods and running to the shore. As they — gazing at the ships, they — by their attitudes and gestures to be lost in astonishment. Columbus — signal for the ships to — anchor, and the boats to be manned and armed. He — one of the boats, richly attired in scarlet, and holding the royal standard. On landing, he — himself on his knees, kissed the earth, and — thanks to God with tears of joy. The natives of the island — in timid admiration at the complexion, the shining armor, and splendid dress of the Spaniards. The admiral particularly — their attention, from his commanding height, his air of authority, his dress of scarlet, and the deference which — him by his companions; all which — him to be the commander. — WASHINGTON IRVING, "The Life and Voyages of Columbus" (Adapted)

2. When the blanks have been satisfactorily filled, the result should be compared with the original selection. In how many instances has the class chosen the same verb as Irving's? Which of Irving's verbs are better than those chosen by the class? Is there any verb chosen by the class that seems a little better than Irving's? ⁷²

3. Other selections from the works of good writers should be copied on the board and studied in the same way. Suitable selections may be taken from your reading books.

2. More Exercises in Choosing Suitable Verbs

A verb is the life of its sentence. Our speaking and writing will gain in clearness and force if we choose our verbs with care.

Oral Exercise. Explain the difference in meaning between the two verbs in each of the following pairs, and use them in sentences to illustrate this difference. Thus:

Look means "gaze toward an object for the purpose of seeing it."

See means "have actual sight of something."

"We *looked* through the telescope, but did not *see* the star."

"We *looked* out of the window, but it was so dark we could *see* nothing."

- | | | |
|-----------------------|-----------------------|-------------------------|
| 1. look, see | 11. is, appear | 21. announce, pronounce |
| 2. glance, look | 12. request, command | 22. raise, rear |
| 3. find, discover | 13. persuade, entreat | 23. protect, defend |
| 4. discover, invent | 14. hope, fear | 24. describe, explain |
| 5. guess, think | 15. laugh, smile | 25. follow, succeed |
| 6. expect, suspect | 16. learn, teach | 26. correct, improve |
| 7. inquire, inspect | 17. ride, drive | 27. respect, admire |
| 8. expect, suppose | 18. bring, fetch | 28. speak, discuss |
| 9. know, believe | 19. love, like | 29. rent, lease |
| 10. convince, convict | 20. question, ask | 30. help, assist |

Group Exercise. 1. Several compositions should now be copied on the board, the verbs being omitted and blanks left in their places. The class will study each of these compositions as it did the foregoing literary selections. Is each rewritten composition an improvement on the original?

2. More compositions should be studied in the same way.

3. Letter Writing

Exercise. In the spirit of a guessing game write a letter to your classmates in which you describe two boys or girls whom you and they know, but who are not members of your class at school. Give a paragraph to the description of each. Make the descriptions so accurate and interesting that the persons described will be recognized.¹⁰⁹

Group Exercise. When the letters called for in the preceding exercise have been written, re-read, and improved, some of the finished copies should be put on the board for class study. Each should be examined with only one of the following questions in mind at one reading: ³⁵

1. Is the letter as interesting as it might be? Are the descriptions in it so accurate that you had no difficulty in telling who the two persons were?
2. Are heading, greeting, and ending correctly written and punctuated?
3. Is any verb incorrectly used?
4. Can you substitute better verbs for any in the letter?

Written Exercise. Write one or more of the business letters suggested in the following paragraphs. One half of the class may write one or more of the letters indicated, and the other half may write suitable replies.

1. You wish to order a rifle at a mail-order house, but you have lost the catalogue. There is no time to send for another. Describe exactly the kind of rifle you want, so that no mistake may be made when your order is filled.

2. You are planning to invite some of your schoolmates to your home for a pleasant time next Saturday afternoon. Write one of the invitations.⁵⁸ Remember to include everything that those invited need to know, and let your letter be pleasant and courteous.

3. Order from Gibson and Company, 2301 Michigan Avenue, Chicago, a book that you know they publish but the exact title of which you

cannot recall. Describe the book so accurately that the publishers will know at once what you refer to and will send it without delay.

4. A burglar entered your house last night and escaped with your father's watch and some money. No one but you heard him. When a sound awakened you, you looked out of the window near your bed. You saw a man leaving your yard and got a good view of him under the street lamp. Your father has already notified the police by telephone, but he wishes you to write the Police Department a letter carefully describing the man.

5. Your father is planning a long vacation trip, let us say to Boston, or to Los Angeles, or to New Orleans, and he intends to take you along. He wants to know prices of tickets, whether there will be any special excursions, and what the best trains are. He would like to see timetables and the descriptive booklets with which railroads supply persons who ask for them. Write the necessary letter to the railroad company.

Correction Exercise. Before making the final copies of the foregoing letters, examine, with a classmate, every sentence in them to make sure that it is correct. Pay particular attention to your verbs. After all you have learned about verbs your sentences should contain only well-chosen verbs, correctly used.

4. Speaking from Outlines : Vocational Problems ⁹⁷

Oral Exercise. Would it not be interesting if each pupil in the class gave a talk on one of the subjects in the following list? Each should choose the one about which he prefers to speak, think it over, perhaps do some reading about it, make an outline for a talk, and discuss it with his parents and others at home. Before speaking, each pupil should write his outline on the board. The class will look at this outline while he is giving his talk.

1. Applying for a Position
2. Laying the Foundation for Future Success
3. My Experience in Advertising for a Position

4. The Boyhood of a Successful Man
5. Different Kinds of Work for Women
6. Getting a Good Start
7. Reasons For and Against Going into Father's Business
8. Making Things or Selling Things — Which Do I Prefer?
9. Why Some Boys Fail
10. Health and Business Success
11. The Kind of Position I Should Like to Hold Ten Years from Now
12. Dangerous Occupations
13. Prominent Americans of To-day — What Has Each Done That Is Worth While?
14. Some Successful Women
15. Boys and Girls I Know Who Had to Leave School

Group Exercise. The entire class will discuss each talk immediately after it has been given. The following questions and suggestions may be used for these criticisms :

1. Was the talk interesting, showing that the speaker had thought about his subject, had found some new facts, and had something to tell his classmates?
2. Was the talk well given — in a clear and pleasant voice, and in a dignified manner?
3. Was the outline good, and was it followed by the speaker?
4. Were any mistakes in grammar made?
5. Since verbs have recently been studied, would it be of help in class criticisms of oral and written compositions to have on the board a list of the important points that are mentioned under "correct use" in the chapter on verbs?⁹⁶

5. Study of a Poem

Have you ever seen an apple orchard in the spring? Have you ever seen it white and pink with blossoms? If you have, then you know how difficult it would be to express in words your pleasure in this beautiful sight.

We may be pretty sure that the poet too, enjoying the beauty that we should find it hard to describe, has more or less difficulty in putting the charm of springtime into fitting words. Carefully he chooses his words, both for their meaning and for their sound, and skillfully he puts words and lines and rimes together. When we read we see again the pink and white trees, we catch the odor of the blossoms, and we hear the soft calling of the mavis and the cuckoo bird.

AN APPLE ORCHARD IN THE SPRING

Have you seen an apple orchard in the spring?

In the spring?

An English apple orchard in the spring?

When the spreading trees are hoary

With their wealth of promised glory,

And the mavis sings its story

In the spring?

Have you plucked the apple blossoms in the spring?

In the spring?

And caught their subtle odors in the spring?

Pink buds bursting at the light,

Crumpled petals baby-white,

Just to touch them a delight —

In the spring?

Have you walked beneath the blossoms in the spring?

In the spring?

Beneath the apple blossoms in the spring?

When the pink cascades are falling,

And the silver brooklets brawling,

And the cuckoo bird soft calling,

In the spring?

If you have not, then you know not, in the spring,
 In the spring,
Half the beauty, color, wonder of the spring.
No such sight can I remember
Half so precious, half so tender,
As the apple blossoms render
 In the spring.

WILLIAM MARTIN

Oral Exercise. 1. Consult the dictionary and find as many synonyms as you can for each of the following words taken from the poem:

spreading	promised	caught	crumpled	brawling
hoary	story	subtle	bursting	precious
wealth	plucked	delight	cascades	render

2. Refer to the line in the poem in which each of these words occurs, and choose for it that one of your synonyms which seems to fit the thought of the line best.

3. Read each sentence of the poem, substituting your best synonym for each of the above words.

4. Are there any thoughts in the poem that you yourself have never had? What are they?

Did you ever think of the song of the mavis (that is, the thrush) as a "story"? What story can you imagine a bird singing?

Why are the odors of the apple blossoms called *subtle*? Did you ever think of the apple blossoms as forming a cascade? How are they like a cascade?

What makes the brooks *brawl*? Why are they called "silver brooklets"? Would "foaming brooklets" be just as good?

What does *precious* mean? In what sense may a sight be called precious? In what sense are our memories a sort of treasury? What treasures do we put there?

5. Now read the poem again, and let your reading show your enjoyment. What thoughts in the poem do you enjoy particularly? What words do you enjoy specially? Which stanza pleases you most? Why?

Memory Exercise. Should you not enjoy learning the stanza or stanzas you like best of this charming spring poem? It might be fun to have the whole poem recited several times by groups of four pupils, each pupil of a group reciting one stanza and each group trying to recite most clearly and musically. Each group might practice the poem after school, so as to delight the class with an excellent recitation of it. Here is a chance for good team work.

6. Another Study of a Poem

When Arbor Day comes, and the young trees are planted, you look on or help while the ground is broken with the spade. At last the hole is dug and the trimmed and watered roots are given a place in which to grow. What should you say, on such an occasion, if you were suddenly called forward to make an appropriate speech?

Oral Exercise. Stop a moment, before you read on, to think of this, to think of what you *could* say. Is there anything particularly wise or interesting to be said at such a time? Plan and give a talk suitable for a tree-planting celebration. Remember that the young tree is being given a chance to live, grow, and become useful in the world. You could imagine it as looking forward like yourself to seeing, hearing, and doing many things during a long life and as telling these hopes to the pupils who are planting it.

One day, long ago, William Cullen Bryant watched the planting of an apple tree. As he stood and looked, the thought

occurred to him that in reality more was being put into the ground, much more, than the short roots and slender trunk of a young apple tree. "We are planting a place for the thrush to build its nest in," he said to himself; "we are planting a shady place for the noontide hour and a shelter from the summer shower." What did he mean by that? Had you ever thought of it?

"We are planting," he said, "fruits that shall slowly ripen and at last drop, and that children shall find in the long grass; we are planting a great spreading tree that shall bloom in the springs long after we are gone, and in those far-off autumns shall strew the ground with its crisp brown leaves." As he thought of all this, the following poem formed itself in his mind, and he wrote it for you and me to read and think about:

THE PLANTING OF THE APPLE TREE

Come, let us plant the apple tree.
Cleave the tough greensward with the spade;
Wide let its hollow bed be made;
There gently lay the roots, and there
Sift the dark mold with kindly care,
And press it o'er them tenderly,
As, round the sleeping infant's feet,
We softly fold the cradle-sheet;
So plant we the apple tree.

What plant we in this apple tree?
Buds, which the breath of summer days
Shall lengthen into leafy sprays;
Boughs where the thrush, with crimson breast,
Shall haunt and sing and hide her nest;
We plant upon the sunny lea,
A shadow for the noontide hour,
A shelter from the summer shower,
When we plant the apple tree.

What plant we in this apple tree ?
Fruits that shall swell in sunny June,
And redden in the August noon,
And drop, when gentle airs come by,
That fan the blue September sky,
While children come, with cries of glee,
And seek them where the fragrant grass
Betrays their bed to those who pass,
At the foot of the apple tree.

The fruitage of this apple tree
Winds and our flag of star and stripe
Shall bear to coasts that lie afar,
Where men shall wonder at the view,
And ask in what fair groves they grew ;
And sojourners beyond the sea
Shall think of childhood's careless day,
And long, long hours of summer play,
In the shade of the apple tree.

Each year shall give this apple tree
A broader flush of roseate bloom,
A deeper maze of verdurous gloom,
And loosen, when the frost-clouds lower,
The crisp brown leaves in thicker shower.
The years shall come and pass, but we
Shall hear no longer, where we lie,
The summer's songs, the autumn's sigh,
In the boughs of the apple tree.

WILLIAM CULLEN BRYANT

Oral Exercise. 1. Tell what the first stanza says, but use other words in place of *cleave*, *tough*, *greensward*, *gently*, *dark*, *tenderly*, *fold*. What does the poet mean when he speaks of the "sleeping infant's feet"? What does the word *sleeping* emphasize?

2. Give the meaning of the second stanza, using your own words in place of *breath, lengthen, haunt, lea, shadow, shelter*. Do you like this stanza better than the first one, or not? Give the reasons for your preference.

3. State in your own words the meaning of the third stanza. Use synonyms for *sunny, redden, gentle airs, fan, cries, glee, seek, fragrant, betrays, pass*.

4. Restate the meaning of the fourth stanza, using the best synonyms you can find for *fruitage, bear, wonder, view, fair, groves, sojourners, think, careless*.

5. What is the meaning of the fifth stanza? Consult the dictionary for synonyms of *broader, flush, roseate, bloom, deeper, maze, verdurous, gloom, lower, crisp, thicker, sigh*.

Memory Exercise. Learn one or more stanzas of "The Planting of the Apple Tree," and recite them in such a way that your hearers will both understand and enjoy them.

7. Speaking and Writing from Outlines: *Arbor Day*

a. *Planning the Exercises*

Early in May or late in April is the time for Arbor Day, a school holiday set aside in many of the states of this country for planting trees and shrubs. Would it not be a pleasant thing if your class planned special exercises for that day? Indeed, the class might very well plant a tree or vine of its own, with suitable speeches and ceremonies.

Oral Exercise. In a two-minute or three-minute speech tell your classmates how you think these class exercises should be conducted. The following questions may help you:

1. Shall the rest of the school be invited to attend? Shall your parents and all friends of the school be invited?

2. What shall be the program? How many speakers will you have, and how long is each one to speak?

3. Will you actually plant a tree or shrub? Shall the exercises be held outdoors, and shall the planting be a part of them?



THE ARBOR-DAY EXERCISES

b. Sending Invitations

Written Exercise. One way of getting outsiders to come to the exercises is for each pupil to write and send his own invitations. Another way is for the class to send out formal invitations, all alike. The former would be written as short friendly letters, the latter as formal notes. Perhaps both plans could be followed on this occasion. Write the invitations.

c. The Exercises

Earlier in this chapter you were asked to plan and deliver a short talk at the make-believe planting of an apple tree. But now you are to speak at a real planting.

Oral Exercise. First, decide what you wish to say. You remember some of the thoughts that the planting of an apple tree suggested to Bryant. What thoughts does the planting of a tree by your class suggest to you? Next, arrange your thoughts in the best order you can. It would be well for you to give several preparatory talks, with this outline in mind, to friends of yours and to your parents. Then, when the time comes for speaking at the Arbor-Day exercises, you will be likely to give a clear and satisfactory speech.

d. Writing a Report for the Newspapers

Written Exercise. Write a brief account of the Arbor-Day exercises for the newspapers.⁸⁶ Your account should give the name and location of the school, the name of its principal, and the names and addresses of the children who spoke. Newspapers require definite information of this sort in the news articles that they print.

Group Exercise. After the best three or four accounts have been chosen from all that are read aloud, these should be copied on the board or re-read aloud slowly for class correction and improvement. After the class has discussed them,⁸⁷ the one that seems most satisfactory should be rewritten and taken to the newspaper office. The following questions should be given particular attention in the criticisms of the accounts:

1. Are all the verbs in the composition used correctly?
2. Can better verbs, clearer, stronger, more suitable ones, be substituted for some of those used by the writer?
3. Is the composition clearly divided into paragraphs, and is each paragraph one distinct portion of the entire account in thought as well as in appearance?
4. Can any paragraph be improved? (Each pupil might rewrite the paragraph and thus show his classmates exactly what improvement he has in mind.)

8. Explaining Things

Explanations should be (1) clear, (2) complete, and (3), if possible, brief. That is, let there be no misunderstanding about what you say. Say all that is necessary. Throughout, avoid needless words, phrases, and sentences, and stop promptly when you have reached the end.

Oral Exercise. Explain the following as clearly, completely, and briefly as you can :⁹⁹

1. How to Sharpen a Lead Pencil
2. How to Sew On a Button
3. How to Spin a Top
4. How to Play Tag
5. How to Row a Boat
6. How to Drive a Horse
7. How to Open a New Book
8. How to Fold a Letter and Put It in the Envelope
9. How to Read the Time
10. How to Send a Telegram

Written Exercise. Write your explanation of some of the problems enumerated in the preceding exercise.

Oral Exercise. Find out how to do one or more of the following. Then explain it to the class.

1. How to Ventilate a Room
2. How to Plant and Cultivate Corn
3. How to Can Peaches
4. How to Bake Bread
5. How to Revive a Drowned Person
6. How to Play Basketball
7. How to Train a Dog
8. How to Take Care of an Automobile after a Long, Muddy Trip
9. How to Make Mother's Sewing Machine Run More Easily
10. How to Use a Milk and Cream Separator

11. How to Clean the Spark Plugs in an Automobile
12. How to Use a Corn Planter
13. How to Prime a Pump
14. How to Oil a Windmill
15. How to Grease the Axles of a Wagon
16. How to Spray Fruit Trees
17. How to Use a Chicken Incubator
18. How to Run a Furnace Successfully and Economically
19. How to Put Up a Wire Fence
20. How to Keep Apples, Potatoes, or Carrots over the Winter
21. How to Operate a Stereopticon
22. How to Use Snowshoes
23. How to Lay Out a Baseball Ground
24. How to Take Care of a Rifle
25. How to Use a Thimble

9. Comparing Things

Oral Exercise. Make a brief oral comparison between a watch and a clock ; a strawberry and a blackberry ; a road and a street ; a pudding and a pie ; work and play ; an aëroplane and a balloon ; a motorcycle and a bicycle ; a Scotch collie and an English bulldog ; a song sparrow and a bluebird.

In making comparisons it is usually best to state first the main particulars in which the two objects are alike, and then to call attention to the important differences.

Written Exercise. Put one or more of the foregoing comparisons in writing. Perhaps in each comparison your first paragraph will give the likenesses ; your second the differences.

Written Exercise. Learn all you can about the work of a physician and that of a carpenter. Then write three paragraphs comparing the two vocations. In the first tell about the life of the physician, his work, his rewards in money and satisfaction ; in the second tell about the life of the carpenter, his work, his

rewards in money and satisfaction ; in the third tell which of the two vocations you should prefer, as far as your present knowledge goes, if you had to choose one or the other. Remember that both physician and carpenter are engaged in important work which needs to be well done.

Oral Exercise. Make similar comparisons between other vocations. The following list may suggest to you some comparisons that you would enjoy making :

teacher	mechanic	housekeeper	saleswoman
lawyer	engineer	dressmaker	artist
merchant	newspaper man	milliner	musician
tinsmith	newspaper woman	stenographer	chauffeur
farmer	trained nurse	bookkeeper	city fireman
plumber	cook	salesman	policeman

Oral Dramatization. 1. Let two pupils stand before the class and engage in conversation about two vocations. Let one pretend that he is a musician, another that he is a chauffeur. Each is to speak for his own calling. It should be remembered that the two callings may be compared in two ways. Thus, if the musician is a successful musician, and the chauffeur a successful chauffeur, these two might compare the good side of the one vocation with the good side of the other. If, on the other hand, both are unsuccessful, their conversation might be very different, the unpleasant sides of the two callings being compared with each other.

2. Let other pairs of pupils compare other vocations in the same way.¹¹⁰

Written Dramatization. Write a short play. Imagine that you have overheard a farmer and an inventor, or any other two workers, engaged in a dispute as to which one's work is the more important. Do both grow angry? Or is one convinced by the other? Invent a suitable ending.

10. Capitals and Punctuation Marks

Group Exercise. Supply the following sentences with capital letters and punctuation marks where you think they are needed. In each instance (1) give your reason and then (2) read the statement in the Appendix¹⁴ that proves you are right. The teacher will rewrite each sentence on the board as you and your classmates direct.

1. it will be midnight said the chauffeur before we can reach the next town

2. robinson crusoe was written by daniel defoe who was an english writer

3. is it your wish john that we return to the american ship

4. i too should like to see the animals the acrobats the clowns and the riders

5. i can't go replied jane i have promised to do mary's work

6. don't you know that president grant and general grant are one and the same person

7. frank however only laughed at his two brothers solemn words

8. o george said tom i just saw two turtles a snake and a gray squirrel

9. mr brown who is an enthusiastic naturalist returned on monday from a trip to the african continent

10. the newspapers asked will this committee dare destroy old iron-sides

Written Exercise. These sentences, as rewritten on the board, should now be covered with a map. Now rewrite on your paper the sentences above, using capital letters and punctuation marks where necessary.

Correction Exercise. When the sentences on the board have been uncovered, compare your own with them and correct all mistakes. If you think in any case that your own rewritten sentence is correct and the one on the board incorrect, ask your teacher to explain the point.

Dictation Exercise. Study the following interesting letter, which was written by a well-known writer of stories to excuse his boys' absence from school. Note the capitals and the punctuation marks ; then write it from dictation.

1400 Delaware Avenue
Indianapolis, Indiana
May 20, 1916

Mr. Wendell S. Brooks
The Brooks School for Boys
Indianapolis, Indiana

Dear Sir :

It is with deep regret that I am obliged to report that my two boys, Meredith and Lionel, were taken seriously ill to-day, just after luncheon. We hurriedly summoned the doctor, who, after a brief examination, pronounced their malady well-marked and clearly defined circunitis. When I was a lad, I too suffered every spring from this painful disease. It is not uncommon, I understand, about the time the green comes back in the trees and the lilacs bloom in the dooryard.

Our physician prescribed the usual remedy in such cases—an afternoon under a large tent, close to elephants, zebras, rhinoceri, and hippopotami.

I am glad to say that this treatment proved successful and that both boys are now in prime condition.

In these circumstances I beg that you will excuse their unavoidable and regrettable absence from school.

Yours sincerely,
Meredith Nicholson

P.S. The boys had a bully good time.

Correction Exercise. Compare your letter with the letter as printed in the book and correct your mistakes.

REVIEW AND DRILL — XI

1. Grammar Review

We are just beginning to discover how much really goes on in the mind during sleep. Sleep is not only the time for physical growth, but I am inclined to think that it is equally the time for mental growth—the time when the personality is formed.

It seems to be the time when impressions which have been gained during the day are worked over and are made into a part of the sum total. New resolutions which we have taken become rooted and strengthened then. New ideas that we have hit upon are digested and given their place in the memory. It seems to be a time when the mind sorts over its experiences and casts up accounts.

This is true in a special sense of the impressions and impulses that come to us just as we are on the verge of sleep. This is the moment of all moments when we are most susceptible to suggestion. A man who is ambitious for himself will take advantage of the opportunity this offers. When he goes to sleep he will make sure that the thoughts admitted into his mind are strong and healthy thoughts—thoughts of joy, of success and accomplishment. — LUTHER H. GULICK, M.D., "The Efficient Life"

Oral Exercise. 1. In the preceding selection point out all the nouns you can. Point out as many pronouns, adjectives, adverbs, verbs, prepositions, conjunctions as you can. In each instance give your reason for classifying the word as you do; that is, for instance, if you call a word a conjunction, tell why you call it so.

2. Name the subject, the verb, and — if there is either — the object or the predicate word in each sentence and clause of the foregoing passage.

2. Drill in Correct Usage

Oral Exercise. 1. Read the following sentences repeatedly. You will probably discover that each of them shows the correct use of a word frequently misused. This exercise, and the succeeding ones, will help accustom you to the correct uses.

1. I *saw* your brother at school, but I *have n't seen* you for a week.
2. I *did* what anybody in my position *would have done*.
3. He *came* on this road; he must *have seen* the accident.
4. But he *has* heretofore *come* to us by way of the long bridge.
5. What did they sing? They *sang* what they *have* always *sung* at such times.
6. He *drank* the water of the cool spring. I *have* often *drunk* it.
7. Go: see where he *went*. *Has n't* he *gone* yet?

2. Read the following sentences often. Think both of their meaning and of the words in italics, as you read.

1. *Lie* down, and take a nap. *Lay* your book here. There it *lies*.
2. I *laid* my book here yesterday, but I shall *lay* it there to-day.
3. I *lay* on the lounge yesterday. I shall *lie* here to-day.
4. *Set* your umbrella in the corner, *lay* your coat on this chair, and *sit* here.
5. Each pupil, as he comes in, *sets* his hockey stick in that rack. There they *set* them last season. There boys *have set* their hockey sticks since this building was first used.
6. *Can* you play hockey? What games *can* you play? *May* you go with us to the game next Saturday? *Have* you permission to go?
7. I *will* go, no matter who objects. I think I *shall* have no difficulty.

3. Use in sentences of your own the italicized verbs in the two preceding exercises. Perhaps you will plan a question-and-answer game that will call for the correct use of all these verbs.

4. Accustom your lips to the use of the correct forms in the following sentences by reading these until it seems natural to say them:

1. I *don't* care, and he *does n't* care, which one of us wins.
2. You *ought to care*. You *ought to have prepared* better.
3. You *ought not to have let* him beat you at all.
4. If you *were given* another chance, would you try harder?
5. If I *were* in your place, I *should*. If I *were* you, I *should try* hard.
6. I *got* a pair of skates for my brother. He *has* them now.
7. *Have* you skates? *Can* you skate? *May* you go skating to-night?

5. The following sentences are mainly a review of the correct uses of pronouns. Read them frequently, noticing every pronoun.

1. It is he. It is he whom I see. It is she whom I hear.
2. Who will go with him? With whom will he go? Whom will he go with?
3. That's he. Those are they. I see him. I see them.
4. She went with her and me. He gave both him and me a present.
5. This is for her. It is for me, too. It is for her and me.
6. She and I read the book together. It was given to her and me.
7. He hurt himself on the same machine on which they hurt themselves.

6. Observe, as you read the following sentences repeatedly and rapidly, pronouncing the words distinctly, that every verb is in the passive form and ends, therefore, with the perfect participle — the third of the principal parts of the verb:

1. The rope is broken. The window was broken. The boy's arm is broken.
2. The water is all drunk. The milk has been drunk, too.
3. What has been done by these children? Is their work all done?
4. Is your letter to your uncle written? Yes, it is written.
5. This piece has been spoken before. It was spoken by Mary.
6. A present was given to every child in the room. What was given them?
7. The boy's coat is torn. It was torn when the fence was climbed.

7. Make interesting sentences that contain the passive verbs used in the preceding sentences.

3. Game — *Using Principal Parts of Verbs*¹⁷

This game is played exactly like an old-fashioned spelling match except that, instead of spelling words, pupils fill with verbs the blanks in the following sentences.

Before the game begins, the teacher should put at least fifty common verbs, such as *see, do, come, ring, sing, drink, go, lie, lay, sit*, on the front board. Then in the center of the board should be written the following incomplete sentences :

1. He ——— now.
2. He ——— yesterday.
3. He will ——— to-morrow.
4. He has ——— to-day.

The blanks in these sentences are to be filled with the proper forms of the verbs listed on the blackboard. Each pupil, when his turn in the game comes, takes the verb that follows the one just used by the pupil who preceded him, and fills the above blanks with the correct forms of that verb. It is evident that all the principal parts of each verb are brought into play. If the verb needs an object or predicate word to help it complete the sentence, this too should be supplied by the pupil.

4. Additional Sentences for Study

Oral Exercise. Point out in the following sentences the subject and the verb of each clause, and their modifiers :

1. When Woodrow Wilson was reëlected president in 1916, readers of the newspapers could not be certain of this fact until several days had passed.
2. From the first, some newspapers emphatically claimed the election of Hughes, who was the Republican nominee, and others just as emphatically asserted the reëlection of the President.

3. The result of the presidential contest between Hayes and Tilden was not certain until the day before the inauguration of Hayes, in 1877.

4. When Blaine and Cleveland were running for the presidency in 1884, greatly contradictory reports of the result were circulated for two or three days after the first count of the votes.

5. The United States of which Washington became president in 1789 by the unanimous vote of the presidential electors was a far different country from the United States of to-day.

6. When Jefferson took the oath of office, the city of Washington, which was the new capital of the United States, was a straggling village of a few hundred inhabitants.

7. Washington, for whom the city was named, had himself chosen the ground.

8. When Lincoln became president, he made the journey to Washington secretly on a special night train because his friends feared for his safety.

9. Those were times when trouble and war seemed very near.

10. Jefferson Davis, who was born in Kentucky, became a resident of Mississippi, which state he represented in Congress in 1845.

11. When America is truly and enthusiastically on the side of peace we may feel proudest of our country.

12. Was there ever before a time in the history of the world when millions of soldiers of half a dozen great nations were in arms?

13. There are many kinds of people in the world, and the ways of some of them are not like our ways; but they may be good people for all that.

14. Peace is the condition in which the affairs of men are settled without violence.

15. The time will surely come when wisdom and coöperation will count for more than force.

16. How does a government whose soldiers are fighting provide for all the extra service and expense of war?

17. War taxes, which provide the money for the tremendous expense of war, may be levied upon every citizen's income and property.

CHAPTER TWELVE

PREPOSITIONS AND CONJUNCTIONS⁶²

1. Prepositions

A preposition is a word that shows the relation of a noun or a pronoun to some other word in the sentence.

The bird flew *toward* me.

The bird flew *to* me.

The bird flew *around* me.

The bird flew *from* me.

Observe that the words in italics make all the differences of meaning among the sentences above.

The following list includes most of the common prepositions:

above	beneath	on
across	beside, besides	over
after	between	through
against	beyond	to
along	by	toward
among	during	under
around	for	until, till
at	from	upon
before	in	with
behind	into	within
below	of	without

Some of the words in the preceding list are either prepositions or adverbs, according to their use in sentences. Thus :

Look out *below*. (ADVERB)

Below them was the valley. (PREPOSITION)

You go *in* first. (ADVERB)

A book was *in* his pocket. (PREPOSITION)

Such expressions as *by means of*, *in spite of*, *on account of*, *in addition to*, are phrases used as single prepositions. They are most conveniently treated as single prepositions, and not separated into their parts.

They may be called *compound prepositions*.

Exercise. Make short sentences containing the prepositions in the preceding list.

The noun or pronoun with which a preposition forms a phrase is called the object of that preposition.

Although a preposition is usually placed *before* the noun or pronoun with which it forms a phrase, it sometimes (and not incorrectly) follows its object. This is true in poetry and in sentences like the following:

What do you do it *for*? (*What* is the object of *for*.)

What are you aiming *at*? (*What* is the object of *at*.)

Exercise. 1. In the following sentences point out the prepositions with their objects. Tell what part of speech each object is. Do you notice that it is always an object pronoun that is used when a pronoun is the object of a preposition?

1. After school the boys of Miss Smith's room, one of whom was Tom, went down the road to the river.

2. Among the bushes they had hidden their canoe.

3. They put the light craft of wood and canvas into the water, and paddled across the stream.

4. Without a word of explanation to any one, they started into the woods for nuts.

5. After tramping about for several miles, they came to some fine trees full of walnuts ready to drop to the ground.

6. The tree of largest size stood at one edge of the clump.

7. Coming to this tree, the boys were delighted.

8. When they returned to their homes, they told the story of this expedition.

9. Their account of the trip was interesting in the extreme and full of exciting events.

10. They had seen two snakes of large size and had brought back one of them.

11. They decided on another tramp to the woods in a few days.

2. Write two sentences containing prepositions with nouns as objects; two with pronouns as objects.

A preposition with its object is called a prepositional phrase.

Exercise. 1. In the sentences beginning near the bottom of the preceding page, tell what word each prepositional phrase modifies.

2. Write two sentences containing prepositional phrases that modify nouns; two with prepositional phrases modifying verbs.

2. Correct Use

I. *Without* is a preposition, not a conjunction. Therefore, *without* cannot be used to introduce a clause. Thus:

You cannot solve the problem *without my helping you*. (NOT: You cannot solve the problem *without I help you*.)

You will not succeed *without working hard*. OR: You will not succeed *unless you work hard*. (NOT: You will not succeed *without you work hard*.)

Unless you go, I shall stay at home. (NOT: *Without you go*, I shall stay at home.)

II. *Beside* means "near to," "by the side of"; *besides* means "in addition to." Thus:

He walks *beside* me.

My father gave me a book *besides* these skates.

III. *Into* implies change of place ; *in* implies continuance in the same place. Thus :

We hurried *into* the tent.
 There were lions *in* the cages.
 We walked about *in* the large buildings.
 Finally we went *into* the street.

IV. *Between* is used with two persons or things ; *among*, with more than two. Thus :

Between him and me there can be no quarrel.
 There was n't an honest man *among* the forty.

V. Observe the following correct expressions :

My hat is *different from* yours. (NOT : My hat is different *than* or *different to* yours.)

Keep *off* the grass. (NOT : Keep *off of* the grass.)

Exercise. Choose the correct word or group of words for each of the following sentences and give the reason for your choice :

1. We cannot plan the trip (*without, unless*) he helps us.
2. Frank and Tom settled the trouble (*between, among*) them.
3. (*Without, unless*) you do this for me, I shall not be ready.
4. Without (*your approval, you approve*) I shall think that I have not done so well as I should.
5. His way of speaking was different (*than, from, to*) ours.
6. (*Beside, besides*) John, no one stood (*beside, besides*) the Indian chief.
7. (*Without, unless*) you vote for him, he will not be elected.
8. He has many horses (*beside, besides*) the one he is riding.
9. They walked up and down (*in, into*) the house.
10. The children ran (*in, into*) the warm house, for it was cold outdoors.
11. Please put your books (*in, into*) your desks.
12. There were many there, but who (*between, among*) them would volunteer to do the deed?
13. Keep (*off, off of*) the porch until the paint is dry.
14. My composition is altogether different. (*from, than, to*) yours.

3. Kinds of Conjunctions

A conjunction is a word that connects sentences or parts of sentences.

Exercise. 1. In the sentences that follow, the words in italics are conjunctions. Tell what they connect.

1. He will go *and* he will return.
2. He will go *but* he will return.
3. He will go *if* he may return.
4. He will go *although* he may return.

2. Without omitting a single word, can you write the first sentence as two independent statements? What are they? Write them with a period after each. In the same way separate the second sentence into independent statements, if you can, and write them as separate sentences. Is this what you have written?

He will go. And he will return.

He will go. But he will return.

3. In the same way make two independent statements of the third sentence, if you can. Are the following statements both able to stand alone?

He will go. If he may return.

Which depends on the other? Which is able to stand alone? What do we call a clause that is able to stand alone? What do we call a clause that depends in part for its meaning on the principal clause?

4. The fourth sentence is:

He will go although he may return.

Read the principal clause; the subordinate clause. Could we say that these two clauses are coördinate, that is, of the same rank?

Which clause is inferior to the other? What does the word *subordinate* mean?

Some conjunctions connect statements that are of equal rank, that is, that make sense independently of each other. Thus:

The sun arose *and* the birds began to sing.
Your work is good *but* your charges are too high.

These conjunctions are called **coördinating conjunctions**.

Other conjunctions connect subordinate statements (that is, clauses) with principal ones. Thus:

If I go, you may go with me.
You cannot succeed *unless* you study harder.

These conjunctions are called **subordinating conjunctions**.

Since clauses joined by coördinating conjunctions are necessarily of equal rank, the resulting sentence must always be a **compound sentence**. Observe the following compound sentences:

The boys passed to the right *and* the girls passed to the left.
You are my friend; *therefore* I shall help you.

On the other hand, joining a subordinate clause with a principal one, by means of a subordinating conjunction, makes a **complex sentence**. Observe the following complex sentences:

He cannot make the journey *if* you do not lend him some money.
Explain it to him *in order that* he may not repeat the mistake.

Exercise. Five of the following sentences are compound; five are complex. Make two lists, the one containing the coördinating, the other the subordinating, conjunctions.

1. The chimney of the new house sent forth its kitchen smoke *and* the whole air was fragrant with the odors of spicily cooked food.

2. Maule's Lane was thronged, at the appointed hour, *as if* a congregation were on its way to church.

3. All, *as* they approached, looked upward at the seven gables pointed sharply towards the sky.

4. The principal entrance had almost the breadth of a church door, *but* there was ample room for it in the angle between the two front gables.

5. The lieutenant governor, *although* he was the most eminent person there, had alighted from his horse without other greeting than that of the principal servant.

6. The first loud knock brought no response, *nor* was the second attack on the door satisfactory.

7. The man was asleep *or* he was dead.

8. *Unless* I receive an answer immediately, I shall open the door with my own hands.

9. A sudden gust of wind rustled the silken garments of the ladies *and* it waved the long curls of the gentlemen.

10. *If* at the first glimpse they saw nothing extraordinary, a moment later they were all struck by the strangeness of the colonel's stare.

Some of the coördinating conjunctions in common use are :

and	or	however	still
but	nor	therefore	nevertheless

Some subordinating conjunctions in common use are : the words *if, that, unless, though, although, as, because* ; phrases, used as single conjunctions, like *as if, as well as, so that, in order that*—these phrases being sometimes called *compound conjunctions*.

Exercise. Point out the subordinating conjunctions in the following sentences and tell what clauses they connect. Tell which clause is the principal, which the subordinate one. A subordinating conjunction always introduces a subordinate clause.

1. Though Bryant was a delicate child, he grew strong and lived to a hale old age.

2. If one really has anything to say, it drops from him simply and directly, as a stone falls to the ground.

3. As we have seen, Montezuma had been frightened by the coming of the Spaniards.

4. Although everybody seemed to be friendly, Cortes well knew that he was in great danger.

5. In order that he might stop the fighting, Montezuma appeared in the central turret of the building that the Spaniards occupied.

6. Many times during the journey the Indians questioned Champlain in order that they might learn his plans.

7. Champlain knew the expedition to be useless unless he could capture the leaders.

Some conjunctions are used in pairs, one of the pair preceding each of the connected words, phrases, or clauses. In this way the connection is made clearer or more emphatic. Thus :

We spent *not only* the winter *but also* the summer in California.

Neither you *nor* he knew what was going on in the other room.

I don't know *whether* to go *or* to stay.

Both John *and* Mary attended the lecture.

Although I often heard of him *yet* I never saw him.

4. Correct Use

I. Avoid using the word *like* as a conjunction. Thus :

My sister looks *like me*. (NOT: My sister looks *like I look*.)

Do it *as* I do it. (NOT: Do it *like* I do it.)

He talks *as if* he wanted to scare us. (NOT: He talks *like* he wanted to scare us.)

He talks exactly *as* his father used to talk. (NOT: He talks exactly *like* his father used to talk.)

I felt *as if* I were going to fall over the edge. (NOT: I felt *like* I was going to fall over the edge.)

Sing it *as* May does. (NOT: Sing it *like* May does.)

Talk *as if* you knew the secret. (NOT: Talk *like* you knew the secret.)

II. *Than* is a conjunction, not a preposition, and is used after *other* and after comparative words. Thus :

He is taller *than I* (that is, *than I am*). (NOT: He is taller *than me*.)
She is quicker *than he* (that is, *than he is*). (NOT: She is quicker *than him*.)

III. *Nor* goes with *neither*, or goes with *either*.

Neither you *nor* I can go. (NOT: *Neither* you *or* I can go.)

IV. *Whether* does not have the same meaning as *if*. Thus :

Consider the question *whether* he is appointed. (THAT IS: Try to determine what the fact is — that he is appointed or that he is not appointed.)

Consider the question *if* he is appointed. (THAT IS: Do not consider the question unless he is appointed; consider it only if he is actually appointed.)

Exercise. Choose the correct word for each of the following sentences. In each instance justify your choice.

1. Please do it (*like, as*) I told you to do it.
2. I shall not be ready on time (*without, unless*) you help me.
3. Neither Dickens (*nor, or*) Thackeray wrote that book.
4. He and I are of the same age, but he is heavier than (*I, me*).
5. I cannot tell (*whether, if*) I am going.
6. Tell me (*if, whether*) you and your mother will be there.
7. I cannot tell (*whether, if*) my father will meet me.
8. Still, I don't know (*whether, if*) I shall want to go.
9. I could n't say surely (*whether, if*) he will arrive to-day or to-morrow.
10. He will neither speak (*nor, or*) listen.
11. He is n't ill, but he looks (*like, as if*) he were.
12. He runs like his brother, but he does n't study (*like, as*) his brother does.

COMPOSITION — XII

1. Variety in Expression

Oral Exercise. 1. Make two simple sentences about a book that you have read. Can you combine these to form a compound sentence? To form a complex sentence?

2. Which of the following are good compound sentences? Which are not?

1. We went to the circus, and the day was rainy.

NOTE. Compare this with the complex sentence, "We went to the circus although the day was rainy." Which is the more sensible sentence?

2. We went to the park, and the sun was not shining.
3. We went to the circus, and we saw many wild animals.
4. I was hungry, and I had eaten no breakfast.
5. He worked hard, and at last the prize was his.
6. We had school to-day, but yesterday the teacher sent us home.

3. Make complex sentences of those that are not good compound sentences. Put the principal thought in the principal clause, and the subordinate thought in the subordinate clause.

Clauses that do not make good sense together in a compound sentence should be combined to form a complex sentence or kept as separate simple sentences. We need all three kinds of sentences to express our thoughts.

Written Exercise. 1. Write two interesting simple sentences suggested to you by each of the following :

- | | | |
|---------------|------------------|-----------------------|
| a pocketknife | a pair of skates | a picnic in the woods |
| an automobile | a Christmas tree | an apple orchard |

2. Combine each pair of these simple sentences to form a compound sentence if together they make a sensible compound sentence; if they do not, make a complex sentence of them. If they do not make a good complex sentence, keep them as separate simple sentences. Some may be combined and yet remain simple sentences; that is, either the two subjects or the two predicates may be combined.

Oral Exercise. Examine the following compound sentences. Which should be changed to complex sentences? Make the complex sentences.

1. The town is called Cuyahoga Falls, and Edward Rowland Sill lived there.

2. He showed me the book, and he had found an interesting poem in it.

3. The name of the poem was "Opportunity," and Edward Rowland Sill wrote it.

4. The storm is still raging, and we cannot start.

5. The sun went down, and we reached our camp.

6. The bell is ringing, and there is a fire on the next street.

7. You will not work, and you shall not eat.

8. John was born in Massachusetts, and he has never seen Bunker Hill.

9. Tom cannot go to-morrow, and I am very much disappointed.

10. Oranges are plentiful in this country, and nobody here cares for them.

11. You do not help yourself, and nobody else helps you.

12. You are not successful, and it is your own fault.

13. The door opened, and three little children stepped out.

14. War was declared with Spain, and McKinley was president.

15. Keep thy shop, and thy shop will keep thee.

Group Exercise. After this practice in improving poor sentences, the pupils will be able to improve the sentences in their own compositions. Many of these should be copied on the board,

or read aloud slowly with a long pause after each sentence, in order that every *and* may be examined, and displaced, if it seems best, by a better conjunction.

2. Choosing the Right Preposition

Oral Exercise. 1. What is the difference between talking *to* a person and talking *with* him? Between throwing a ball *to* a boy and throwing it *at* him? Between mailing a letter *to* a friend and mailing it *for* him?

2. To how many does the first *them* below refer? To how many the *them* in the second sentence?

There was much argument *between* them. There was much argument *among* them.

3. What is the meaning of *besides* and *beside* in these sentences?

Besides me there was only my brother in the buggy. But my brother did not sit *beside* me: he sat on the front seat and I on the rear seat.

Oral Exercise. Make sentences to show the meaning of the prepositions in each of the following groups. Consult a dictionary, if necessary.

about, around

between, among

on, upon

from, off

speak with, speak to

run with, run to

in, into

with, to

beside, besides

agree with, agree to

correspond with, correspond to

differ with, differ from

debate with, debate for, debate against

leave for, leave with, leave in, leave on

arrive with, arrive in, arrive at, arrive on

fight with, fight for, fight against

journey with, journey to, journey in

3. Debating

Let the class be divided into two parties, or sides, on one of the following questions.⁶⁰ Half the class takes the view that the question is to be answered with a *Yes*. This half, as you already know, is called the *affirmative* side. The other half, which favors the opposite view and answers the question with a *No*, is called the *negative* side.

1. Can one be successful in life without a high-school education ?
2. Should boys be required to take a course in cooking and sewing ?
3. Is life in the city to be preferred to life in the country ?
4. Is summer to be preferred to winter ?
5. Is carelessness the most costly of bad habits ?
6. Is it better for a boy or a girl to be poor than to be rich ?
7. Does one learn more useful things in school than out of school ?
8. Which is the more important study, English or arithmetic ?
9. Should the long summer vacation be abolished ?
10. Is athletics as important as geography or history ?
11. Have girls an equal chance with boys to live a successful life ?
12. Should every girl learn to cook ?

Written Exercise. Let each pupil make an outline of what he has to say about the question. These outlines may then be read aloud to the class, and some of them put on the board. The class will decide which are the best two outlines for the affirmative side, and which the best two for the negative.

Oral Exercise. The pupil who wrote the best outline for the affirmative side begins the debate in a three-minute or four-minute talk in which he presents his side of the question. He is followed by the speaker for the negative. Then the second speaker on the affirmative side presents that side of the argument again, and he is followed in turn by the second speaker on the negative side.

Group Exercise. After the debate the teacher, or a committee of pupils, will decide which side won, giving the reasons for the decision. Then the class may discuss the debate, keeping the following questions in mind :

1. Was any good argument for either side omitted by the debaters ?
2. Did any of the speakers use incorrect English ?
3. Was any one of the talks partly spoiled by the fact that the speaker used too many such words as *and*, *and so*, *and then* ?

4. A Public Debate

Oral Exercise. Think out a sensible plan for a public debate. Explain that plan to your classmates in a three-minute or four-minute talk. The following questions may suggest points that you have not considered :

1. Would it add interest to the debate if you invited some other class in English, perhaps in another school, to debate with you ?
2. Since you are to graduate from the grammar school soon, can you think of a better question for the debate than this one : *Does it pay the average graduate of a grammar school to attend high school for several years instead of beginning work at once ?*
3. How many speakers shall there be on each side, and how much time shall be given each one for his talk ?

Group Exercise. Let suggestions be made, as the teacher stands ready to write them briefly on the board, for a letter challenging the English class in another school to debate. When these have been talked over, an outline for the letter should be made.

Written Exercise. Write this challenge, using the outline that all the pupils, working together, made in the preceding exercise. The best letter will be mailed to the other school.

Group Exercise. Heretofore, when your class has planned public exercises, either formal or informal invitations have been

sent to all whose presence was wanted. If that plan is to be followed this time also, you will know how to carry it out. But it may be that you would prefer to send out announcements in the form of an advertisement. In that case, let the class plan this advertisement as cleverly as it can. Let every pupil make suggestions, which the teacher will write briefly on the board. Using these, let several suitable advertisements be written in full on the board by the teacher at the direction of the pupils. The best one may then be copied neatly on sheets of paper for distribution among those who are expected to attend the debate.

Oral Exercise. 1. Several preliminary debates should be held by the class in order that the best speakers may be selected and in order that these may receive practice in discussing the question.

2. The public debate will differ from these preliminary debates only in that each speaker, with a larger audience before him and more at stake, needs to present his arguments with greater clearness than before. Each speaker will do this if he puts his whole mind on saying as clearly as he can what he has to say.

Written Exercise. Write an account of the debate and send it to the newspapers.

Writing to the Newspapers

Written Exercise. 1. Write a letter to your local newspaper in which you advocate the laying out of a public park or playground in a certain place that seems to you to need it.

2. Write a letter to your newspaper in which you protest against the condition of the streets in your city or town. Appeal to the citizens to take measures to insure clean streets.

Correction Exercise. Exchange letters with your classmates. (1) Look for the good features in these letters, excellences that you might well imitate; and (2) observe where mistakes have been made, and make sure that you have not made these yourself.

6. Study of a Poem

"If only I had a good pen, I'm sure I could write a good letter. But this blunt thing! I can think of nothing to say!"

What should you think of a child that spoke these words? You might reply: "It isn't the pen that makes the clear and interesting letter — any more than it is the sword or the uniform that makes the brave soldier."

Once there raged a furious battle. In the thick dust-cloud that hid the field, men fought and yelled, and sword hit upon sword and shield. Suddenly one line of the fighting men wavered, and the army of a noble prince seemed doomed to defeat.

On the edge of the battle hung a coward, and when he saw the losing fight he crept away and left the field. "If only I had a sword such as the king's son bears," he thought, "I might try to help. But this blunt thing — how can I be expected to be brave with this!" And, as he deserted the field, he snapped his sword in two and threw it to the ground.

At length the king's son, wounded, hard pressed, and weaponless, came that way. He saw the broken sword. Snatching it eagerly out of the sand, he gave his battle-shout with fresh spirit, hewed his enemy down, and led his soldiers on to victory. The poor blunt sword that was one man's excuse for cowardice proved another's opportunity for heroism.

OPPORTUNITY

This I beheld, or dreamed it in a dream: —

There came a cloud of dust along a plain;
And underneath the cloud, or in it, raged
A furious battle, and men yelled, and swords
Shocked upon swords and shields. A prince's banner
Wavered, then staggered backward, hemmed by foes.

A craven hung along the battle's edge,
And thought, "Had I a sword of keener steel —
That blue blade that the king's son bears, — but this
Blunt thing — ! " he snapt and flung it from his hand,
And lowering crept away and left the field.

Then came the king's son, wounded, sore bestead,
And weaponless, and saw the broken sword,
Hilt-buried in the dry and trodden sand,
And ran and snatched it, and with battle-shout
Lifted afresh he hewed his enemy down,
And saved a great cause that heroic day.

EDWARD ROWLAND SILL

Oral Exercise. 1. After you have looked up any words that you do not understand, give in your own language the picture you see in the first stanza. What picture does the second stanza contain? The third?

2. Now let several groups of three pupils each tell the story of the poem, every pupil doing good team work by giving the story of his own part, one of the three stanzas, as clearly and completely as he can. It will be interesting to see which team reproduces this thrilling poem best.

Written Exercise. Can you invent a story like that of the poem? It could tell of something that happened during an automobile race or during a game or any contest for a prize. Write it as a surprise for your classmates.

Memory Exercise. Do you like this poem well enough to wish to memorize it? When you have learned it, be sure to speak the words distinctly as you recite it; and have in mind the picture of each stanza as you recite, so that your hearers may see it clearly.

7. Letter Writing

Lord Chesterfield, like most fathers, was very fond of his son. But the boy was away at school, and later traveling with a tutor, most of the time. So his father, thinking about him and planning his future, wrote him frequent letters. He was anxious to make of use to the inexperienced boy all that he himself had learned in the great world. He wrote his letters of advice with the utmost care, and they still make useful reading though their author lived over one hundred and fifty years ago and, as far as any one knows, never expected that they would some day be collected and printed.

A LETTER BY LORD CHESTERFIELD TO HIS SON

Dear Boy :

Everybody has ambition, of some kind or other, and is vexed when that ambition is disappointed. The difference is that the ambition of silly people is a silly and mistaken ambition, and the ambition of people of sense is a right and commendable one. For instance, the ambition of a silly boy of your age would be to have fine clothes, and money to throw away in idle follies ; which, you plainly see, would be no proofs of merit in him, but only of folly in his parents in dressing him out like a jackanapes and giving him money to play the fool with. Whereas a boy of good sense places his ambition in excelling other boys of his own age, and even older, in virtue and knowledge. His glory is in being known always to speak the truth, in showing good nature and compassion, in learning quicker, and applying himself more than other boys. These are real proofs of merit in him, and consequently proper objects of ambition, and will acquire him a solid reputation and character.

This holds true in men as well as in boys. The ambition of a silly fellow will be to have a fine equipage, a fine house, and fine

clothes — things which anybody that has as much money may have as well as he, for they are all to be bought. But the ambition of a man of sense and honor is, to be distinguished by a character and reputation of knowledge, truth, and virtue — things which are not to be bought, and that can only be acquired by a good head and a good heart. Such ambition, I hope, yours will always be. Adieu.

Oral Exercise. 1. This old letter without heading or ending is divided into two paragraphs. What is the main thought of each? Look up in a dictionary every word that you do not know well enough to use correctly in a sentence.

2. What is ambition? Do you know of any one who has ambition? How does it show itself? Are there different kinds of ambition? Can you illustrate two different kinds from history?

3. What is meant by "a good head"? What does "a good heart" mean? Which should you rather have?

Group Exercise. 1. Let the boys of the class write the girls a letter of advice. It would be best to plan it at a time when no girl is present. What good advice do the girls need? Let each boy contribute as bright an idea as he can. Shall the letter be serious or humorous? Let each boy write it, after an outline has been decided on. These letters should then be read aloud, the best one selected and, after it has been improved by the group of boys, neatly copied for mailing in the class post office.

2. While the boys are writing the preceding letter, let the girls plan and write a similar one to the boys.

3. Now both letters should be copied on the board or read aloud slowly for class criticism. Which letter is the more interesting? Which is written more clearly and correctly? Are there any mistakes in grammar in either? The usual critical questions should be asked, one at a time, about each one, particular attention being paid to the conjunctions and the prepositions used.

8. More Letter Writing

Written Exercise. Bring a newspaper to school. Find advertisements of the kind indicated below. Write letters to inquirers, expanding into two or three paragraphs one or more of these advertisements :

1. Wanted : Furnished Rooms
2. For Sale : A Horse, a Cow, an Automobile
3. Situation Wanted : By a Boy, by a Girl
4. Lost : A Purse, a Book, a Dog
5. Found : Money, a Traveling Bag, a Watch
6. Personal : " John, please come home ; mother very ill "
7. Wanted : A Roommate
8. For Rent : A Furnished Flat

Correction Exercise. You have had so much practice, in the preceding group exercises, in criticizing, correcting, and improving letters and other compositions that you should now be able to do this very well alone. Before copying each of the letters you recently wrote, examine each sentence in it, and look not only for mistakes but also for places where you can make improvements. Perhaps you can change two or three simple sentences, or a weak compound sentence, into a strong complex sentence. Above all, correct every error in grammar, not forgetting capitals and punctuation marks.

Written Exercise. Without help or suggestions from any one, write a letter to a rich uncle of yours in Rio Janeiro, Brazil, who wishes to have you tell him how you would spend one thousand dollars, if he should give you that sum to spend as you pleased, and why you would spend the money as you propose rather than in any other way.¹⁰⁰ You may be sure that your classmates wish to learn how you propose to spend the money, just as you are looking forward to hearing their letters read aloud.

9. Capitals and Punctuation Marks

1. The captain said that he wished the boys to go to bed early on the night before the game.

2. The captain said, "I wish the boys to go to bed early on the night before the game."

Oral Exercise. Is there any difference in meaning between the two preceding sentences? Which contains a quotation¹⁰¹ and which does not? Find in the Appendix three rules that apply to the writing of quotations. Show how each rule is observed in the second sentence.

There are two ways of telling what some one has said. Either we can repeat the exact words of the speaker or writer, inclosing these words in quotation marks, or we can give the speaker's or writer's thought without repeating his exact words.

Written Exercise. Rewrite each of the following sentences. If it contains a quotation, rewrite it without one. If it contains no quotation, rewrite it with one, remembering the rules for writing quotations. Thus :

"Where is my horse?" asked the excited farmer.

The excited farmer asked where his horse was.

The superintendent asked me how old I was.

The superintendent asked me, "How old are you?"

1. "Well begun is half done," says the proverb.
2. My father said that history is an interesting study.
3. Mother told me not to stay later than nine o'clock.
4. "Where is your passport?" asked the soldier, roughly.
5. "When shall I see you again?" she inquired pleasantly.
6. Benjamin Franklin said, "A fool and his money are soon parted."
7. "Great hopes make great men," said the orator.
8. The little girl asked me what made the sky blue.

NOTE. Observe that neither sentence 8 nor 9 ends with a question mark.

9. The stranger asked me where I lived.
10. The boy asked whether any one was living in the old castle.
11. The Indians asked who was the leader of the white men.
12. The teacher asked, "Had the captain of the *Mayflower* ever crossed the ocean before?"
13. The pupil answered that he did not know.
14. "Where can you find out?" asked the teacher.
15. The pupil replied that he supposed he could find it in his history.

Group Exercise. 1. Let each pupil write on the board from memory, during the first five minutes of the English period, a humorous anecdote such as can be found in newspapers, periodicals, and books. It should contain conversation, — that is, quotations, — and the pupil should have studied it for capitals and punctuation marks so carefully as to enable him to write it without making serious mistakes.

2. Let the entire class read and criticize each anecdote, paying particular attention to the writing of quotations.

3. Now let each pupil retell his anecdote orally without the use of quotations. Let the class decide in each instance which form of the story it prefers, the one with or the one without quotations.

REVIEW AND DRILL—XII

1. Grammar Review

Washington's journey from his fine estate of Mount Vernon, on the Potomac, to the city of New York, where he was inaugurated as first President of the United States, on April 30, 1789, was one long ovation. The streets were strewn with flowers. Triumphal arches, dinners, speeches, cheers, and songs gave him the grateful assurance that his services in war and peace were appreciated by his countrymen.

All eyes were upon him. His task was immense. He had to create the democratic dignity of the President's office, to choose wise counselors, to appoint upright and able judges, to hold factions in check, to deal wisely with the representatives of foreign powers, to discharge many other duties of the first importance; and it needed every particle of his wisdom, his tact, his patience, his zeal, to accomplish the task. — D. S. MUZZEY, "An American History"

Oral Exercise. 1. In the preceding paragraphs point out the nouns—if there are any—that are used as objects of verbs; then the nouns and the adjectives—if there are any—that are used as predicate words.

2. Use these subjects, objects, predicate words in sentences of your own.

2. Drill in Correct Usage

Oral Exercise. 1. You have known for a long time that when a preposition has a pronoun for its object, that pronoun should be an object pronoun. Nevertheless, do you not sometimes fail to say, "*Whom* is that letter for?" and "This is between you and *me*"? Read the following sentences frequently, and notice each

pronoun in italics. This exercise will help you to form the habit of using correctly pronouns with prepositions.

1. To *whom* are you writing? *Whom* are you writing to?
2. For *whom* is that package? *Whom* is that package for?
3. Who is invited besides *me*? Who will sit beside *me*?
4. Between him and *me* there can be no quarrel—nor between you and *me*.

5. Who among *them* is like *him*? *Whom* shall we speak to?

2. Ask your classmates questions containing the words *who* and *whom*.

3. Read the following sentences several times:

1. Neither of us is taller than he.
2. We are stronger than he, though he is taller than we.
3. Do your work as he does his, if you want to be like him.
4. He is older than I and younger than she. She is the oldest of us.
5. Are you more economical than he? Is he more economical than I?

4. The most commonly misused verbs are *see, do, come, ring, sing, drink, go, lie, lay, sit, set, can, may, learn, and teach*. Read the following sentences often as a review of the correct uses of these troublesome verbs. It will help to accustom your lips to saying the correct forms.

1. Can you see where the tree has lain all these years?
2. I have seen it here since I was a child. I saw it first nine years ago.
3. You learn so quickly, it is easy to teach you. Let me teach you this new game. May I?

4. May I lie on this cot? May I set my books here? May I sit here?
5. The old farmer went to the barn. He has gone to that barn every day for twenty years.

6. We went with him, and drank some fresh milk, and rang the cowbell, and lay in the hay.

7. Since then I have often gone with him, have often drunk fresh milk, have often rung the cowbell, have often lain in the hay, and have often seen you there, too.

8. What has he done? Who did this? Have you done your work?
9. Has he spoken to you since you saw him at school?
10. I have known him all my life. I have often sung school songs with him.

5. Use the verbs in the preceding sentences in sentences of your own.

3. Additional Sentences for Study

Oral Exercise. Point out in the following sentences the subject and the verb of each clause, and their modifiers. Tell what kind of clause each is.

1. That bright star which you see almost directly overhead in the summer sky is Vega.
2. In the town where I live there is just now keen rivalry in the milk business.
3. When a person coughs, he throws impurities into the air unless he holds a handkerchief to his mouth.
4. George was greatly excited when he read in the evening paper an advertisement which described the very kind of position that he had long wanted.
5. The princess took her sisters to the place where the prince came from and where his palace stood.
6. A number that is not even is called an odd number.
7. The process of finding the number which is equal to two or more numbers taken together is called addition.
8. They went off together and walked among the parks and pleasure gardens until they were weary.
9. After they had eaten and were refreshed they walked on until they came within sight of a high mountain.
10. When the colder days began, the sky remained gray most of the time.
11. When your orders increase steadily, without a doubt your business is steadily growing.

12. Where did your daughter learn all these useful household arts in which she is so skillful?

13. My daughter learned them where your daughter did.

14. The brave sailors of the fifteenth century who turned the prows of their tiny vessels into the strange waters of the Atlantic discovered America by accident.

15. When they discovered America they were seeking a new way to "The Indies."

16. The noise of the city, which all day had been a mighty roar, became a low, steady rumble when night set in.

17. The game, for which the boys had been training nearly two months, was to be postponed.

18. A happy and busy group of children helped the farmer pick his fruit when school closed and the berry season began.

19. The postmaster gave me seven envelopes for the fifteen cents which I handed him.

20. George was reading a book which explained the roundness of the earth.

21. The excited crowd shouted when they heard the news of Wilson's reelection.

22. One day a bright girl was reading a book which explained the different kinds of work that women can do in the world.

23. Study hard in order that you may succeed.

24. He sailed for a whole month before he came in sight of the islands over which King Shahrman ruled.

25. When the long and glorious reign of Queen Elizabeth came to an end in 1603, she was succeeded on the throne of England by James Stuart, who was the son of Mary Queen of Scots.

4. Vocal Drill ¹⁰⁵

Exercise. 1. Stand erect, hands at sides. Inhale quickly and quietly without raising the chest or shoulders perceptibly. Exhale slowly and steadily, making the sound *m-m-m*. Make the sound as even and prolonged as possible. Repeat.

2. Sound *moo* softly in the middle of the vocal range and go up one full tone and back. Then go down one full tone and back. Then combine the two. Continue the latter exercise as long as the breath lasts. Be sure to begin with a full breath. Repeat with *moh*, *mah*, *may*, and *mee* in turn.

3. Repeat the following rhyme, pronouncing each word distinctly and speaking in a pleasant tone of voice:

When Ajax strives some rock's vast weight to throw,
The line, too, labors, and the words move slow.

4. Read or recite quietly at the ordinary rate. Try to see how many words can be said without inhaling.

5. Read aloud a paragraph from your reading book, giving special care to distinctness of utterance.

APPENDIX

I. SUPPLEMENTARY GRAMMAR

NOUNS

1. Abstract Nouns. A special class of nouns consists of the names not of things but of qualities and general ideas.

Thus, a flower that is red and white, that smells sweet, that is beautiful, is said to have the qualities of *redness*, *whiteness*, *sweetness*, and *beauty*. A person who is honest, industrious, patient, and wise may be said to have the qualities of *honesty*, *industry*, *patience*, and *wisdom*.

The words above that are in italics are the names of qualities or general ideas. Such names are called **abstract nouns**.

EXERCISE. Point out the abstract nouns in the following lists, and use each in a sentence:

goodness	street	softness	beggar	farmer
pencil	length	pillow	millionaire	happiness
mirror	hardness	weight	wealth	scissors
brightness	steel	poverty	hoe	speed

2. Collective Nouns. The singular form of some nouns often has a plural meaning. These are nouns that denote collections of individuals. Such are the following words:

group	crowd	swarm	herd	troop	tribe
pack	squad	regiment	sheaf	family	crew
club	flock	multitude	jury	gang	band
horde	pair	couple	mob	society	fleet

These are often called **collective nouns**.

EXERCISE. Use in sentences the collective nouns above.

3. Plurals of Letters, Figures, etc. Letters, figures, signs, and the like are made plural by adding 's to the singular. Thus :

My November record contains two E's and two G's.

Dot your i's and cross your t's.

Don't use too many *and's*.

Test your work by casting out 9's.

Make your + 's, your - 's, and your × 's smaller.

4. Plurals of Different Meanings. Some nouns have two plurals, usually somewhat different in meaning :

SINGULAR	PLURAL
brother	brothers (of the same family) brethren (of the same society)
cannon	cannon (considered collectively) cannons (considered individually)
cloth	cloths (pieces of cloth) clothes (garments)
fish	fish (considered collectively) fishes (considered individually)
foot	feet (parts of the body) foot (infantry)
genius	geniuses (men of genius) genii (supernatural beings)
head	heads (heads of persons, heads of cabbage) head (cattle considered individually)
heathen	heathen (considered collectively) heathens (considered individually)
horse	horses (animals) horse (mounted soldiers)

5. Plurals of Nouns from Foreign Languages. Nouns taken from foreign languages frequently keep their foreign plural form. The most common among these are the following :

SINGULAR	PLURAL	SINGULAR	PLURAL
alumnus (male)	alumni	radius	radii
bacillus	bacilli	terminus	termini
fungus	fungi	formula	formulas
hippopotamus	hippopotami		formulæ

SINGULAR	PLURAL	SINGULAR	PLURAL
alumna (female)	alumnae	datum	data
vertebra	vertebrae	gymnasium	gymnasias
analysis	analyses		gymnasiums
basis	bases	phenomenon	phenomena
crisis	crises	beau	beaux
oasis	oases		beaus
ellipsis	ellipses	tableau	tableaux
parenthesis	parentheses	trousseau	trousseaux
bacterium	bacteria	appendix	appendices
memorandum	memoranda		appendices
	memorandums	index	indexes, indices

6. The Cases of Nouns. Observe in the sentences that follow that the same form of the noun *John* is used, though *John* is in turn the subject, the predicate word, the object of a verb, and the object of a preposition :

1. John studied his lesson.
2. That boy is John.
3. I can see John.
4. This letter is for John.

If case be defined as the form of a noun or pronoun that shows its relation to other words, it becomes clear at once that nouns have only two case forms, or cases. One of these is the possessive, sometimes called the genitive, case. This is the form of a noun that usually denotes ownership. Thus, *John's* in *John's hat* is the possessive case, or form, of the noun *John*. The other case, sometimes called the common case, is the form of a noun that is used as the subject of a verb, or as the predicate word in a sentence, or as the object of a verb or of a preposition.

Other uses of nouns that require the common case, or case form, will be studied on later pages of this Appendix.¹⁰⁸

7. The Genitive Case. The following sentences show that nouns in the genitive, sometimes called the possessive, case have other uses besides that of indicating possession :

1. The *day's* business was soon finished.
2. *Lincoln's* election was a fortunate event.
3. He lived a *stone's* throw from the river.
4. The *team's* defeat did not discourage us.

EXERCISE. 1. Pick out in the following sentences the nouns that are in the genitive case. Do they all denote possession? Which do not?

1. When the day's work was over, we hurried to our friend's room.
2. He stood an arm's length from the desk. 3. The boy's record was surprisingly good. 4. The crowd's anger turned against the boy's father. 5. Our army's flight could be easily explained. 6. The child's bashfulness amused the class. 7. The man's health was poor. 8. The man's physician recommended a month's rest.

2. Pick out the nouns that are in the common case. Can you tell the use of each in its sentence?

8. Joint and Separate Possession. *a.* Joint possession of a thing by several persons is shown by adding the possessive sign to the last name only. Thus:

England, France, and Russia's alliance.

Royce and Russell's Arithmetic. (Royce and Russell are co-authors.)

Buck and Milliken's Drug Store. (Buck and Milliken are partners.)

b. Separate possession of like things by several persons is shown by adding the sign of possession to the name of each. Thus:

England's, Germany's, and China's interests.

Webster's and Worcester's dictionaries.

Do you prefer Cooper's or Hawthorne's novels?

c. Often ambiguous, awkward, or ill-sounding expressions of possession may be avoided by substituting a prepositional phrase for the possessive. Thus:

The alliance of England, France, and Russia. (BETTER THAN: England, France, and Russia's alliance)

The dictionaries of Webster and of Worcester. (BETTER THAN: Webster's and Worcester's dictionaries)

Do you prefer the novels of Cooper or of Hawthorne?

The speech of the senator from Iowa. (BETTER THAN: The senator from Iowa's speech)

The name of the founder of this institution. (NOT: The founder of this institution's name)

9. Nouns used like Adverbs. The italicized nouns in the following sentences illustrate the use of nouns as adverb modifiers :

1. John sold his bicycle this *morning*.
2. He was out of school a *month*.
3. The tree is fifty *feet* high.
4. He drove *miles* further into the woods.
5. He works many *hours* daily.

It is plain that a noun may be used like an adverb to modify a verb, an adjective, or an adverb. When nouns are used as adverb modifiers they denote (like adverbs) place, time, manner, or degree; usually, however, they denote degree or measure.

EXERCISE. Point out in the following sentences the nouns used as adverb modifiers, and tell what they modify. Tell whether they denote place, time, manner, or degree or measure.

1. The Boy Scouts marched through the woods Indian file.
2. The house was sixty feet long and thirty feet wide.
3. Please do not laugh that way.
4. He went home last night.
5. Could we not have the meeting an hour sooner?
6. He is nearly six feet tall.
7. I have waited for your reply a full week.
8. The little girl is only four years old.
9. They lowered it a degree more gradually.
10. He crawled on his hands and knees the whole distance.

10. Nouns as Independent Elements in Sentences. The use of a noun as an independent element in a sentence is illustrated in the following sentences :

1. *Boy*, you do not do your work well.
2. *Boy!* If he only knew what I would do for him!
3. *Mr. Arnold*, may I speak with you a moment?
4. *Mr. Arnold!* How we all loved the man!

In the first sentence the noun *Boy*, followed by a comma, shows that somebody is speaking or calling to the boy. We say that the noun *Boy* is used independently in address. In the third sentence the noun *Mr. Arnold* is used independently in address.

But in the second sentence the noun *Boy* is an exclamation. In the fourth sentence the noun *Mr. Arnold* is used independently in exclamation.

EXERCISE. In the sentences that follow pick out the nouns used as independent elements, and tell which are independent in address and which are independent in exclamation :

1. George, please hand me that book when you are through with it.
2. The men who fought in the Revolution! Where are they now?
3. Mr. Chairman, I rise to address you, and you, fellow members of this organization!
4. My country, 'tis of thee we sing!
5. Alas, poor Yorick! I knew him, Horatio!
6. Officer, are you or are you not going to arrest this man?
7. A horse! A horse! My kingdom for a horse!
8. O mighty Cæsar! dost thou lie so low?
9. Dear friend, your letter reached me yesterday, and I hasten to reply.
10. Daniel Webster! What a great statesman and orator he was!
11. Rain, rain, go away; come again some other day!

11. A participle may be added to a noun or pronoun as a modifier to form with it an adverb phrase telling the time or the cause or the circumstances of the action asserted by the verb of the sentence. Thus :

1. *The time for his address arriving*, he rose from his seat.
2. *This being the last day*, we hurried to the Fair Grounds.
3. *My chance approaching*, I made ready to leap aboard.
4. *The gates opening then*, we rushed in together.

(Observe that the participle in each of these adverb phrases modifies the noun or pronoun in the phrase, and that the whole phrase modifies the verb of the sentence.)

5. *My curiosity awaking*, I followed him into the house.
6. We gave up the trip, *our trunks not arriving*.
7. *Our work done*, we went into the street.

EXERCISE. Rewrite each of the preceding sentences, changing the adverb phrase into an adverb clause without altering the meaning of the sentence. Thus :

The time for his address arriving, he rose from his seat.

When the time arrived for his address, he rose from his seat.

12. A Noun as the Adjunct Accusative of a Transitive Verb. Some transitive verbs may be followed by a second object that describes or explains the first. Thus :

The boys chose Harold *captain*.

In this sentence the object of the verb *chose* is *Harold*. The word *captain* is also an object of the verb *chose*; in addition it describes the object *Harold*. It is called an **adjunct accusative**.

In the following sentences each noun that is used as an adjunct accusative is in italics:

The umpire declared John the *winner*.

The parents named the child *Harriet*.

The boy pronounced the statement a *falsehood*.

EXERCISE. Point out the transitive verb in each of the following sentences. Name its object. Name its adjunct accusative.

1. I appoint you my representative. 2. His ambition made him a hard worker. 3. The people elected Wilson president. 4. The children named the dog Tige. 5. I will make you my partner.

13. Nouns used as Appositives. The following sentences show the use of nouns as appositives:

Washington, the *surveyor*, roamed the woods of Virginia.

Washington, the *general*, kept up the courage of his soldiers.

EXERCISE. Is the word *surveyor* an adjective? What is it? What word in the sentence does *surveyor* describe or explain? What part of speech is *general*? Does *general* describe or explain any word in the sentence? Which one?

A noun is sometimes placed beside another noun or pronoun to describe or explain it. Such a noun modifier is called an **appositive**. It is inclosed in commas.

EXERCISE. Point out the appositives in the following sentences, and tell what noun or pronoun each modifies:

1. He, Jones, refused to go. 2. Smith, the actor, is in town. 3. I, John Jones, protest against this action. 4. Washington, the state, is in the north-western part of our country. 5. Washington, the city, is near Baltimore. 6. Brown, the physician, hurried to his patient. 7. Mrs. Dawson, the dress-maker, took a trip to Chicago. 8. Mr. Frederick, the editor, sat in his office. 9. Garfield, *the President of the United States*, was in our city. 10. Blaine, *the Secretary of State*, made an eloquent speech in Boston.

14. Appositive Phrases. We see in the last two sentences above that a whole phrase may be used as an appositive. Such a phrase is called an **appositive phrase**.

EXERCISE. Point out the appositive phrases:

1. Longfellow, the author of *Hiawatha*, lived in Cambridge. 2. Stanley, the rescuer of Livingstone, was an American. 3. New York, the metropolis of America, is the largest city in the world. 4. There we met Martin Van Buren, the leader of the party. 5. The *Mayflower*, the ship of the Pilgrims, had a long and stormy voyage. 6. Irving, the author of "The Sketch Book," lived on the Hudson. 7. Paxton, the driver of the car, was badly hurt. 8. We talked with Mr. Smith, the owner of the automobile. 9. Alaska, the land of opportunity, was his destination. 10. They started for Switzerland, the playground of Europe.

15. Appositive Clauses. When a clause is used as an appositive we have what is called an **appositive clause**.

EXERCISE. In the following sentences pick out the clauses that are used as appositives, and tell what word each modifies:

Thus (in the first sentence): *That prices may go up* is a clause used as an appositive to explain the noun *fact*.

1. The fact *that prices may go up* ought to make us careful. 2. We remembered the prophecy *that prices would go up*. 3. The hope *that he would soon arrive* gave us courage. 4. The thought *that I might never see him again* suddenly entered my mind. 5. The fear *that they might lose* made the boys train hard. 6. The rumor *that their rivals were doing their best* did not dishearten the players. 7. The order *that everybody was to appear at headquarters at once* aroused great curiosity. 8. The fact that Columbus discovered America was not yet known to this small boy. 9. The question whether he would arrive on time bothered his friends. 10. The rumor that the Russians had been defeated reached us early. 11. The rumor reached us early that the Russians had been defeated. 12. It is true *that we did not believe this story*. (Explaining the subject *it*.) 13. It sometimes happens that the stronger side loses. 14. It is still said of him that he never told an untruth.

Appositive clauses are subordinate clauses. Read some of the appositive clauses in the sentences of the preceding exercise. *That prices may*

go up, that he would soon arrive, that I might never see him again — these clauses cannot stand alone. They depend in part for their meaning on the clauses that can stand alone, namely the principal clauses of their sentences. Like an adjective or an adverb clause, an appositive clause modifies some word in the principal clause.

Since appositive phrases are used like single nouns, they are *noun phrases*. Likewise, appositive clauses are *noun clauses*. The terms *substantive phrase* and *substantive clause* may be used instead of the terms *noun phrase* and *noun clause*.

16. Noun Clauses as Essentials of Sentences. We have seen noun clauses used only as appositives. But a noun clause may be used as the subject, or as the predicate word, or as the object in a sentence.

The following sentences illustrate the use of noun clauses as essentials:

- | | |
|---|------------------|
| <i>That Frank was at college</i> was news to me. | (SUBJECT) |
| This report is <i>that he was a good student</i> . | (PREDICATE WORD) |
| He confessed <i>that he had done it</i> . | (OBJECT) |
| His reply was <i>that well begun is half done</i> . | (PREDICATE WORD) |
| The soldiers claimed <i>that they had been attacked first</i> . | (OBJECT) |
| <i>That he is honest</i> cannot be denied. | (SUBJECT) |

PRONOUNS

17. The Cases of Pronouns. Pronouns have three cases: the nominative, the genitive, and the accusative-dative.¹⁰⁸ All subject pronouns (that is, such pronouns as *I, he, we, and they*) are in the nominative case; the possessive forms are in the genitive (sometimes called the possessive) case; all object pronouns (that is, such pronouns as *me, him, us, and them*) are in the accusative-dative (sometimes called the objective) case.

18. Intensives and Reflexives. When a compound personal pronoun is used as an appositive, it emphasizes the noun or pronoun it modifies and is sometimes called an **intensive**. Thus:

- John *himself* looked into the matter.
 I *myself* am interested in this thing.
 I shall go *myself*.
 He told me *himself*.

Sometimes the adjective *own* is used to emphasize a compound personal pronoun. Thus:

my own self
your own self

his own self
her own self

our own selves
their own selves

When a compound personal pronoun is used as the object of a verb or of a preposition but refers to the subject, it is called a **reflexive**. Thus:

He hurt *himself*.

They were working for *themselves*.

She was thinking only *of her own self*.

19. The Antecedent of a Pronoun. The noun or pronoun for which a pronoun stands is often called its **antecedent**. Thus, in the sentence,

The man who deceives others deceives himself,

the noun *man* is the antecedent of the relative pronoun *who*; and also of the compound personal pronoun *himself*.

In the sentence,

He who loses time loses money,

the pronoun *he* is the antecedent of the pronoun *who*.

20. Supplying the Word for which the Relative Pronoun Stands. Sometimes the noun or pronoun represented by a relative pronoun is not expressed.

EXERCISE. 1. Point out the relative pronouns in the sentences that follow:

1. I understand what you say. 2. Whoever passes here will see this white stone. 3. Whichever he selects will prove satisfactory.

2. Can you tell for what noun or pronoun each of these relative pronouns stands? Is it to be found in the sentence?

When the noun or pronoun represented by a relative pronoun is not expressed, the sense of the sentence enables us to supply it. Thus supplied, the three preceding sentences become the following:

1. I understand *that which* you say. 2. Whoever passes here, *he* will see this white stone. 3. Whichever he selects, *that* will prove satisfactory.

Observe that *what* becomes *that which*, *that* being in the principal clause and *which* in the subordinate. *That* is the object of the verb *understand* and *which* the object of the verb *say*. The pronoun *that* is the antecedent of the pronoun *which*.

EXERCISE. Explain the use of the relative pronouns in the following sentences :

1. He will do what he promises. 2. He read anxiously what was in the papers. 3. Whoever runs may read this sign. 4. Consider carefully what I tell you. 5. This girl remembers what is told her. 6. Whoever wishes to see me must come to my office. 7. Whatever you do about it will suit me.

21. Person, Number, and Gender of Relative Pronouns. A relative pronoun always agrees in person, in number, and in gender with the noun or pronoun which it represents. Thus :

I who am doing this work am old. (Here *who*, like the pronoun *I* that it represents, is first person, singular number, masculine or feminine gender.)

You who are doing this work are old. (Here *who*, like the pronoun *you* that it represents, is second person, singular or plural number, masculine or feminine gender.)

He who is doing this work is old. (Here *who*, like the pronoun *he* that it represents, is third person, singular number, masculine gender.)

We who are doing this work are old. (Here *who*, like the pronoun *we* that it represents, is first person, plural number, masculine or feminine gender.)

The house, *which* is his brother's, is a good one. (Here *which* is third person, singular number, neuter gender.)

The houses, *which* are his brother's, are good ones. (Here *which* is third person, plural number, neuter gender.)

I gazed at the boys *that* stood there.

I gazed at the girls *that* stood there.

I gazed at the trunks *that* stood there.

(In the last three sentences above, *that* is third person, plural number, and masculine, feminine, or neuter gender, according to the word it represents.)

Such food *as* we found we ate greedily. (Here *as* is third person, singular number, neuter gender.)

Who is either masculine or feminine, according to the word it represents. *Who* always denotes a person or persons.

Which, that, and as represent words of all three genders. *Which* may denote either an animal or a thing — one or more than one. *That* and *as* may denote a person, an animal, or a thing — one or more than one.

ADJECTIVES

22. Kinds of Adjectives. There are two classes of adjectives: those, like *strange, green, Japanese*, that describe the words they modify; and those, like *these, two, the, a, that, many*, that merely point out or tell how much or how many.

A **descriptive adjective** is one that describes.

A **limiting adjective** is one that points out or tells how much or how many.

Limiting adjectives include the following kinds of words:

1. The articles, *the* and *a* (or *an*).
2. Numeral adjectives; as, *three* boys, the *third* chapter, *eleven* players, the *eleventh* month, the *first* day.

Numerals are divided into two classes: **cardinals**, which include all such adjectives as *one, two, three, four, ninety-nine*; and **ordinals**, which include the forms *first, second, third, fourth, ninety-ninth*, and all others like them.

The words *once, twice, thrice* are adverbs.

The cardinal numeral adjectives may be used as nouns. Thus:

1. If we have a famine, what will become of the *million*? 2. Two *twos* are four. 3. *Thousands* lost their lives in that attack.

3. About twenty-five words that may be used either as adjectives or as pronouns. If you have forgotten about these interesting words, turn to page 198. Among them are *this, these, that, those, each, both, some, any, all, few, many, either, neither, one, another, former, latter, more, most, same, much*.

This, these, that, those, are called **demonstratives**, because they *point out* persons, places, or things.

Any, some, other, such, and others are not as definite as the demonstratives, and are therefore called **indefinites**.

4. Among limiting adjectives may be classed interrogative and relative pronouns in certain uses. Thus:

1. *Which* book are you intending to read next?
2. I know *which* book you are intending to read next.
3. He sold *what* land he had and *whatever* lots he could buy.
4. The man *whose* name you speak is in the other room.
5. *Which* statement of his do you object to?

5. Among limiting adjectives may be classed as **possessive adjectives** the possessive forms *my, your, his, her, its, our, their*, and *whose*, when these are used as adjectives. *My, your, her, our*, and *their* are always so used; but *his, its*, and *whose* are sometimes used as adjectives, sometimes as pronouns.

Observe the use of the words in italics in the following sentences:

1. I have *my* book, *your* package, *her* pocketbook, and *our* tickets.
2. *Whose* book is this? Is it *his* book? Is it *Frank's* book?
3. *Whose* is this book? This book is *his*. *Its* cover is bent.

23. The Articles. There are two articles, *the* and *a* (or *an*).

EXERCISE. The following two sentences show the difference between *the* and *a*. Can you tell the difference in meaning between the two sentences?

1. *The* wedding occurred last week.
2. *A* wedding occurred last week.

In the first sentence it is clear that a particular wedding is spoken of. *The* makes it plain that not any wedding but this **definite** wedding is in mind. Hence *the* is sometimes called the **definite article**.

But in the second sentence there is no such definiteness. *A wedding* may be *any wedding*. We see that *a* leaves the matter very indefinite. Hence *a* may be called the **indefinite article**.

The article *a* sometimes has the form *an*.

An is used before words beginning with a vowel sound; *a* is used before words beginning with a consonant sound. Thus:

An express package
An aviator
An ounce
An hour

A package
A European
A history
A hustling fellow

Observe that the word *hour* (like the word *ounce*) begins with a vowel sound, and that *European* begins with the consonant sound of *y*.

The indefinite article had originally the numerical meaning of *one*. This fact explains why its omission from the following sentences is correct:

Do you like this sort of book? (NOT: this sort of a [*one*] book.)

What kind of animal is that? (NOT: What kind of an [*one*] animal is that?)

24. Adjective Uses of Nouns and Pronouns. A noun may be modified by another noun or by a pronoun. In the following sentences the nouns and pronouns in italics are used adjectively:

1. The farmer built a *horse* barn. 2. The *house* boat lay at anchor. 3. The invalid rested easily in the *wheel* chair. 4. *Frank's* cap lay on the *steering* wheel. 5. *Whose* book is this? It is *her* book.

25. Special Comparisons. The forms *older* and *oldest* are used of either persons or things. But *elder* and *eldest* are used of persons only, and most commonly for persons of the same family. Thus:

This tree is *older* than that one. Tommy Brown is *older* than Fred Jones. Mary is my *elder* sister; she is the *eldest* of us all.

The superlative form *next* means "the very nearest."

The superlative form *last* has a wider application than *latest*. *Latest* means the last in time; *last* means coming at the end, after all others, in *any* series. *Latest* is contrasted with *oldest*; *last* with *first*.

Less refers to quantity; *fewer* to number.

Latter is contrasted with *former*; *later* with *earlier*.

Further means beyond any point already reached or marked; *farther* means beyond a *far* point already reached or marked.

A few superlatives end in *-most*. Thus:

POSITIVE	COMPARATIVE	SUPERLATIVE
—	former	foremost
—	—	utmost, uttermost
top	—	topmost
northern	more northern	northernmost

Other superlatives of this kind are: *hindmost*, *inmost*, *furthermost*, *southernmost*, *easternmost*, *westernmost*.

26. Adjective Phrases as Essentials. Some of the phrases and clauses that we have been studying as modifiers are sometimes used as essential elements of sentences.

We know that an adjective may be the predicate word in a sentence. An adjective phrase may have the same use.

The sentences that follow illustrate this use :

This story is *about Africa*.

The building appeared *in good condition*.

Our house is *of stone*.

The woman seemed *in good health*.

EXERCISE. In the following sentences distinguish between the adjective phrases that are used as modifiers and those that are used as predicate words. Remember that only a linking verb is followed by a predicate word.

1. The hut in the woods was owned by a forester. 2. It was of logs. 3. Some birds built a nest of straw and twigs and clay in a sheltered place under the eaves. 4. The little nest seemed of good construction. 5. The forester was of great strength and endurance. 6. This forest of our story was of vast extent. 7. The stranger who appeared in a friendly frame of mind was in truth of hostile intentions.

27. The Adjunct Accusative. An adjective may be used as the adjunct accusative of a transitive verb. In the sentence,

The rain made the roads muddy,

the adjective *muddy* completes the thought started by the verb *made*. Besides, *muddy* describes or explains the word *roads*, which is the object of the verb. The adjective *muddy* is called the adjunct accusative.

EXERCISE. In the following sentences point out each adjective that is used as an adjunct accusative:

1. Astonishment struck him dumb. 2. The girls swept the room clean. 3. Mother dyed her dress brown. 4. The careless boy made his father very unhappy. 5. He shot the rat dead. 6. Exercise makes us healthy. 7. They painted the house gray. 8. The orator declared the statement entirely false. 9. The truth shall make you free. 10. I call him reliable. 11. We found the man ready for us. 12. Did you find her happy?

ADVERBS

28. Kinds of Adverbs. Adverbs may be divided into several kinds or classes.

1. *Adverbs of place* answer the question *Where?* Adverbs of this kind in common use are:

here	down	near	yonder	out
there	up	above	in	back
everywhere	far	below	behind	within

EXERCISE. Make short sentences containing adverbs of place.

2. *Adverbs of time* answer the question *When?* Some adverbs of time are:

now	never	again	hereafter
then	always	first	formerly
when	to-day	often	recently
soon	to-morrow	seldom	late

EXERCISE. Make short sentences containing adverbs of time.

3. *Adverbs of manner* answer the question *How?* Examples of adverbs of manner are:

well	how	dear	frankly	easily	quietly
ill	thus	fast	honestly	politely	noisily
so	cheap	hard	bravely	impolitely	somehow

Many adverbs of manner can be formed by adding *ly* to adjectives. Thus:

swift	eager	punctual
swiftly	eagerly	punctually

EXERCISE. Form adverbs of manner by adding *ly* to adjectives, and use these adverbs in sentences.

4. *Adverbs of degree* answer the question *How much?* Adverbs of degree in common use are:

very	much	almost	enough	fully
too	little	most	scarcely	not
quite	so	more	exceedingly	nearly

EXERCISE. Make sentences containing adverbs of degree.

5. **Adverbs of cause and of number.** Such adverbs as *accordingly*, *hence*, and *therefore*, and others called adverbs of cause or reason, may be conveniently regarded as adverbs of manner; and such adverbs as *next*, *first*, *once*, and others called adverbs of number, may be classed with adverbs of time or of place.

Some adverbs, indeed, may belong to one class in one meaning, and to another class in another. The adverb *first*, for instance, may be regarded either as an adverb of place or as an adverb of time. Thus:

My farm comes *first*; his lies beyond mine. (ADVERB OF PLACE)

The messenger arrived *first*; the clerk came later. (TIME)

EXERCISE. Point out the adverbs in the sentences that follow, tell what kind each is and what verb, adjective, or adverb it modifies:

1. The Boy Scouts camped here, the Camp-Fire Girls yonder. 2. I have seldom seen a pleasanter sight than those brown tents in the woods. 3. Regularly at eight o'clock they ate breakfast. 4. The boys plunged eagerly into the water. 5. Some swam very far from shore, in fact too far. 6. Now and then there were accidents. 7. Hereafter no one is permitted to swim alone beyond that rope. 8. They ran noisily up the beach. 9. Charles looked up and saw a large hawk. 10. Swiftly he plunged down into the water. 11. Soon he came up with a fish in his claw. 12. They little knew George who thought he was not a brave lad. 13. You do this well. 14. Are you well to-day? 15. Scarcely a minute passed before they saw him again, now on top of the log

29. **Yes and No.** *Yes* and *no* are classed as adverbs, but mainly because in their original sense they were adverbs. *No* meant "never," and *yes* is derived from the old adverb *yea* combined with the word *so*, *yea so* being equivalent to our modern *just so*.

30. **Relative Adverbs.** Some adverbs do more than modify.

EXERCISE. I. Examine the following sentence, and name the principal and the subordinate clause:

This is the house where Dickens was born.

2. Omitting the adverb *where*, read the sentence. Does the adverb *where* seem to be a kind of connecting word? What clauses does it bring into relation with each other? Can you use the words *and there* for *where*? What, then, is the twofold use of *where* in the sentence?

Adverbs that do the work of both adverbs and conjunctions are called **relative adverbs**. Some of those in common use are: *where, when, how, why, before, after, till, until*; and, when they denote time, *while, since, and as*.

EXERCISE. Point out the relative adverbs in these sentences, and tell what they modify and what clauses they connect. Tell which is the principal and which the subordinate clause in each sentence.

1. Before I went fishing with him I really did not know him. 2. Attend to this matter after you have done your other work. 3. I saw him when he threw the ball. 4. Roger Williams founded a colony where all men were welcome. 5. When he reached the camp of Massasoit, the Indian chief kindly furnished him a wigwam for the winter. 6. Men who had been persecuted elsewhere on account of their religion were glad to go to Rhode Island, where they were allowed to worship as they pleased. 7. When La Salle sailed down the Mississippi River, he explored it in the interests of France. 8. The place where the French planted their first settlement in Canada was called Quebec. 9. When La Salle sailed for Canada with a heart ready to brave any danger he was only twenty-three years of age. 10. He pushed on to the Saint Joseph River, where he built a fort.

31. Interrogative Adverbs. Adverbs that are used to introduce questions are called **interrogative adverbs**. The most common of these are: *where, when, how, and why*.

These sentences illustrate the use of interrogative adverbs:

Where are you going?

When shall we start?

How did it happen?

Why does he stay away?

INTERJECTIONS

32. Interjections. **EXERCISE.** Read the sentences below, omitting the words in italics:

Oh! I'm glad to hear it.

Hurrah! They are rounding the point now.

Bah! I am disgusted with it.

Is anything lost by leaving out these words? What is the difference between "Oh! I'm glad to hear it" and simply "I'm glad to hear it"? Does *Bah!* add any new meaning to the last sentence?

These exclamatory words, *bah*, *oh*, *pshaw*, *hurrah*, and others like them, emphasize the feeling with which a sentence is uttered. Such words are called **interjections**.

Observe that the interjections in the sentences are followed by exclamation marks. Sometimes interjections are followed by commas.

EXERCISE. Use the following interjections in sentences, and name the feeling you have tried to emphasize in each sentence:

alas ha hurrah pshaw fie whew hello

An interjection is an exclamatory word or sound expressing strong feeling.

VERBS

33. Complete Verbs. There are two kinds of intransitive verbs. Those that are followed by a word that describes or defines the subject of the sentence are called linking verbs. Those that are not followed by a predicate word, but make a complete predicate without it, are called **complete verbs**.

A complete verb is one that of itself makes a complete predicate. As:

1. The children *laughed*. 2. The children *laughed* heartily over the story.

Observe that the modifiers of the verb may be omitted without destroying the completeness of the predicate. Without the modifier the verb makes a complete assertion about the subject.

The verb *is* is sometimes used as a complete verb.

God *was*, *is*, and ever *shall be*. I think, therefore I *am*. Whatever *is*, is right. There *will be* much suffering. There *have been* hardships.

34. Impersonal Verbs. **EXERCISE.** 1. Read the following sentences:

It is raining. It is getting colder. It snowed all day.

2. What is the subject of each sentence? What is the meaning of this *it*? To whom or to what does *it* refer?

It is clear that, in such sentences as those above, the subject *it* stands for no person or thing. It may be called an **impersonal subject** and the verb that goes with it, an **impersonal verb**.

35. Transitive Verbs. A transitive verb expresses action that is received by some person or thing. Thus :

The boy *caught* the fish.

The girls *made* graduation dresses.

The fish *was caught* by the boy. Graduation dresses *were made* by the girls.

It is clear from the preceding sentences that the **object** of a transitive verb in the active form receives the action expressed by the verb ; and that, when the verb is passive, its **subject** is the receiver of the action asserted.

36. Voice. We have been speaking of the passive and active forms of transitive verbs. These forms are sometimes called **voices**. Thus we have the active voice of a transitive verb when the subject is represented as the doer ; and the passive voice when the subject is represented as the receiver of the action expressed by the verb.

The hunter *shot* the rabbit. (ACTIVE VOICE)

The rabbit *was shot* by the hunter. (PASSIVE VOICE)

The boys *made* a canoe. (ACTIVE VOICE)

A canoe *was made* by the boys. (PASSIVE VOICE)

EXERCISE. Change the verbs in the following sentences from the active to the passive voice, without greatly changing the meaning of the sentences :

1. The student read the textbook. 2. The young woman swept the snow off the steps. 3. The dog buried the bone. 4. The traveler lost the valise. 5. Circumstances alter cases. 6. Industry spells success. 7. The strange bird sang a melodious song. 8. The fire destroyed the valuable library. 9. Our boys lost the game by a narrow margin. 10. Daily exercise outdoors almost guarantees good health.

We say that a verb is *in the active voice* or *in the passive voice*, thus indicating whether the subject of the verb acts or is acted upon.

37. Helping or Auxiliary Verbs in Emphatic, Progressive, and Other Verb Phrases. The helping or auxiliary verbs *do* and *did* are often prefixed to the simple verb for emphasis. The resulting verb phrases are called **emphatic verb phrases**.

a. Emphatic Verb Phrases

PRESENT TENSE

Singular

1. I do see
2. You do see
3. He does see

Plural

1. We do see
2. You do see
3. They do see

PAST TENSE

Singular

1. I did see
2. You did see
3. He did see

Plural

1. We did see
2. You did see
3. They did see

Emphatic verb phrases have only two tenses, the present and the past. They have no passive forms.

In questions and in negative statements the helping verb *do* loses its emphatic character. Thus :

Do you go there very often?

I do not believe that I have been there.

EXERCISE. Change the verbs in the following sentences to emphatic verb phrases, being careful to keep the tense of each verb unchanged :

1. I like this old place.
2. He enjoyed the book his father gave him.
3. He ate all those crackers.
4. I saw him yesterday.
5. He studies.
6. He studied.
7. He worked.
8. She works.
9. The boy went to the fair.

b. Progressive Verb Phrases

EXERCISE. What is the tense of each verb in the following two sentences? Do the sentences have the same meaning? Which expresses the thought that the action was still in progress in past time?

1. I studied the book.

2. I was studying the book.

In the first sentence the verb, *studied*, merely asserts a past action. But the verb phrase *was studying*, in the second sentence, asserts this action as actually going on or in progress in past time. Such a verb phrase is called a **progressive verb phrase**.

The following progressive verb phrases are all in the present tense:

SINGULAR	PLURAL
1. I am studying	1. We are studying
2. You are studying	2. You are studying
3. He is studying	3. They are studying

The principal verb in every progressive verb phrase ends in *-ing*. This *-ing* form of the verb is called the **present participle**.

The other tenses of progressive verb phrases are formed like the present tense above. The present participle of the principal verb is preceded by some form of the verb *is*. Observe the verb phrases in the following sentences:

1. The motorcycle policeman *is waiting* at the corner. (PRESENT TENSE)
2. While he *was standing* there, automobiles *were passing* up and down the boulevard. (PAST TENSE)
3. *Will he be waiting* at the same corner to-morrow? (FUTURE TENSE)
4. I *have been studying* shorthand for the last two months. (PRESENT PERFECT TENSE)

EXERCISE. Change the verbs in the following sentences to progressive verb phrases. Thus:

The actor *studied* his part.

The actor *was studying* his part. (*Was studying* is a progressive verb phrase.)

1. One night a fox prowled about a farmer's hencoop.
2. A hen roosted high up beyond his reach.
3. The farmer's dog came toward the coop.
4. The wind and the sun disputed which *was* the stronger.
5. A man and his son went with their donkey to market.
6. The conductor collects the fares.
7. At that time the young man boarded the car.
8. A fox looked up at a bunch of grapes.

38. Mood. Some sentences are simple declarations of fact; as, "You *are* here," or, "He *goes* to-day." Others are expressions of commands or demands; as, "*Be* here to-morrow," or, "*Go* to-morrow." Still others show the doubtful, hesitating, or questioning mood of the speaker or writer; as, "If he *have* really discovered the cure, my uncle will live."

Sometimes this difference of meaning or mood is expressed by a change in the form of the verb; as, in the following four sentences:

1. He *was* killed.
2. If he *were* killed, he could not have sent this letter.
3. You *are* careful of your health.
4. *Be* careful of your health.

The verb *was*, in the first sentence, is used to assert a fact. In the second sentence *were* expresses a condition that is contrary to fact (the speaker is merely supposing something that he thinks is contrary to actual fact). In the fourth sentence the form *be* expresses a command.

These three different ways that verbs have of making assertions are called their moods.

There are three moods: (1) the **indicative mood**, in which a verb states something as a fact (or as believed to be a fact); (2) the **subjunctive mood**, in which a verb expresses what is not actual but only thought of and doubtful, or only wished, or possibly even contrary to fact; (3) the **imperative mood**, which is the mood of command and request. Thus:

1. I *am going* to the theater. (*Am going* is in the **INDICATIVE MOOD**.)
2. If I *were going* I should take you. (*Were going* is in the **SUBJUNCTIVE MOOD**.)
3. *Go* to the play and *tell* me about it. (*Go* and *tell* are in the **IMPERATIVE MOOD**.)

39. The Subjunctive of the Verb *Is*. The subjunctive mood is not often used and has very few forms that are different from the corresponding forms of the indicative mood.

The verb *is* is more commonly used in the subjunctive mood than any other verb and has the greatest variation of forms from the indicative. But the subjunctive of even this verb differs from the indicative in only a few forms.

The entire present tense subjunctive of *is* differs from the indicative. Thus:

PRESENT TENSE			
SINGULAR		PLURAL	
<i>Indicative</i>	<i>Subjunctive</i>	<i>Indicative</i>	<i>Subjunctive</i>
1. I am	1. I be	1. We are	1. We be
2. You are	2. You be	2. You are	2. You be
3. He is	3. He be	3. They are	3. They be

The past tense of the subjunctive of *is* has two important points of difference in form from the indicative. Thus :

SINGULAR		PLURAL	
PAST TENSE			
<i>Indicative</i>	<i>Subjunctive</i>	<i>Indicative</i>	<i>Subjunctive</i>
1. I was	1. I were	1. We were	1. We were
2. You were	2. You were	2. You were	2. You were
3. He was	3. He were	3. They were	3. They were

The only other difference in form between the subjunctive of *is* and the indicative is in the present perfect tense, the third person singular form. Instead of the indicative *he has been* we have the subjunctive form *he have been*.

In all other tenses the two moods of the verb *is* have exactly the same form.

40. The Subjunctive of Other Verbs than *Is*. In other verbs the subjunctive has the same forms as the indicative, except in the third person singular of the present and of the present perfect.

The indicative of the third person singular, present, is :

He loves, he sees, he obeys, he goes, he walks.

The subjunctive of the third person singular, present, is :

He love, he see, he obey, he go, he walk.

The indicative of the third person singular, present perfect, is :

He has loved, he has seen, he has gone, he has walked.

The corresponding subjunctive forms read :

He have loved, he have seen, he have gone, he have walked.

41. Voice and Mood. There are no other differences between the forms of the two moods in the active. In the passive, since the passive of a verb is formed with the verb *is*, we have the variations that we have already seen in present, past, and present perfect tenses of the verb *is*.

EXERCISE. Eight verbs in the following sentences are in the subjunctive mood. Point them out, tell their tense, number, and person, and try to define the shade of thought and feeling that the subjunctive form expresses in each instance.

1. If he *fail* in this attempt, he will make another attempt.
2. If he *be* dishonest, we shall discover it.
3. If he *be* honest, he need have no fear.
4. If I *were* a millionaire, I should be no happier than now.
5. Though he *were* ten times as old, he should not escape punishment.
6. If he *have been* unfair, he will atone for it.
7. Though he *walk* a mile, he will not find it.
8. Though he *have walked* a mile, he has not found it.

PARTICIPLES, GERUNDS, INFINITIVES

42. Participles. The following two groups of three sentences each illustrate the twofold nature of participles:

1. The *whistling* youngster moved noisily down the road.
2. We watched the *fighting* animals.
3. The *playing* children made much noise.
4. The youngster, *whistling* a tune, moved noisily down the road.
5. We watched the animals *fighting* their keeper.
6. The children, *playing* their games, made much noise.

In the preceding three sentences we have words which modify nouns as if they were adjectives, and which at the same time are followed by objects as if they were verbs. They seem to be *part* adjectives and *part* verbs. Such words are called **participles** (*part*-iciples).

The chief classes of participles are present participles and perfect participles.

The **present participle** ends in *-ing* and describes an action as taking place at the same time with some other action. As:

I listened, *wondering* all the while what he wanted.

Whistling, and *humming* tunes, he worked at his bench.

The **perfect participle** denotes completed or perfected action.* Many perfect participles end in *d* (or *ed*).

* The *perfect participle* is called the *past participle* by some grammarians.

These sentences contain perfect participles :

Beaten on their own soil, they surrendered.

Finished at last, the painting was offered for sale.

I have *finished*, you have *finished*, he has *finished*.

It is the perfect participle that we used in forming the perfect tenses of the verb. The perfect participle is the third of the three so-called principal parts of a verb. As :

I give, I gave, I have given. (*Given* is the perfect participle.)

EXERCISE. In the sentences that follow pick out the participles and tell whether each is present or perfect, and what it modifies :

1. The boy, called Shorty, delighted in the name.
2. Spoken slowly, the lines were most impressive.
3. Laughing boisterously, he left the room.
4. The smiling girl made no reply.
5. The animal, scared and cringing, uttered no sound.

There are six participles. We need not memorize these ; for, knowing the present and perfect participles, we shall have little difficulty in recognizing the four others as participles, though we may not be able to give them their exact names. They are given here for reference :

THE ACTIVE FORMS

Present participle	<i>seeing</i>
Present perfect participle	<i>having seen</i>
Progressive perfect participle	<i>having been seeing</i>

THE PASSIVE FORMS

Perfect participle *	<i>seen</i>
Present perfect participle †	<i>having been seen</i>
Progressive perfect participle	<i>being seen</i>

A participle is a verb form that partakes of the nature of an adjective.

43. Gerunds. Gerunds resemble present participles in that they always show the ending *-ing*.

* Or *past participle*.

† Or *phrasal past participle*.

EXERCISE. Observe the italicized words in the eight sentences below and tell how each is used in its sentence :

1. *Talking* is forbidden.
2. *Shooting* requires skill.
3. Talking *noisily* is forbidden.
4. Shooting *accurately* requires skill.
5. Talking *politics* is forbidden.
6. Shooting *quail* requires skill.
7. *Noisy* talking is forbidden.
8. *Accurate* shooting requires skill.

A study of the preceding eight sentences shows that *talking* and *shooting* may be used as subjects and may be modified by adjectives — as if they were nouns ; they may also be modified by adverbs and may take objects — as if they were verbs ; and they resemble present participles in form, that is, in ending in *-ing*.

Such many-sided words, which are part noun and part verb and have the *-ing* ending of present participles, are called **gerunds**.

EXERCISE. In the following sentences the words in italics are gerunds. Tell the use of each one, and if it has modifiers and is followed by an object, name these.

1. *Walking* is good exercise. 2. Rapid *walking* is good exercise. 3. *Walking* rapidly is good exercise. 4. *Seeing* the world was his occupation that year. 5. *Looking* into the matter proved no easy task. 6. *Working* at night and *sleeping* while others were at work did not suit him. 7. He enjoyed *reading* good books. 8. When it came to *doing* something difficult, James was always the boy who was wanted. 9. This was *asking* too much. 10. *Returning* cautiously to the river bank was harder than we had expected.

It is easy to distinguish between the gerund and the present participle if we remember that while they have exactly the same outward appearance, the gerund partakes of the nature of a verb and of a noun and the present participle partakes of the nature of a verb and of an adjective.

Distinguish between the gerunds and the present participles in the following sentences :

1. Sitting in a large armchair and reading his favorite author, Smith did not care how much it stormed outdoors. 2. Sitting in a large armchair and reading his favorite author was Smith's greatest pleasure. 3. Climbing the mountain, Rip was soon beyond the sounds of the village. 4. Climbing the mountain was difficult. 5. We saw him climbing the mountain. 6. He

enjoyed climbing the mountain. 7. We had heavy shoes for climbing the mountain. 8. After thinking the matter over, I gave him some money. 9. Thinking the matter over, I decided to give him some money. 10. Being poor is no disgrace. 11. Being poor, he could not afford to go. 12. This is what comes of being lazy. 13. Thinking quickly helped him out of the difficulty. 14. Thinking quickly, he leaped into the cold water. 15. Reading, writing, and arithmetic kept him studying most of the day.

EXERCISE. Use the following words in sentences, first as gerunds, then as present participles:

running	digging	fishing	being	writing
laughing	having	hunting	wishing	riding

A gerund is a verb form that partakes of the nature of a noun.

The gerund has other forms besides the common one that is identical with the present participle. Some of these are rarely used. They are given here for reference.

THE ACTIVE FORMS

Present	<i>giving</i>
Progressive present	<i>being giving</i>
Present perfect	<i>having given</i>
Progressive perfect	<i>having been giving</i>

THE PASSIVE FORMS

Present	<i>being given</i>
Present perfect	<i>having been given</i>

That these are true gerunds may be seen by using them in sentences. Thus:

Having been giving aid proved a pleasant memory.

Having been given a new master was a fact Uncle Tom could not doubt.

Being out walking with you is a great pleasure.

A gerund, like any other noun, may be used as the adjective element of a compound noun. Thus we say *horse barn*, *street car*, *house boat*, and we may say also *sewing machine*, *running track*, *writing fluid*, meaning "machine for sewing," "track for running," "fluid for writing."

In this connection the distinction between the gerund and the present participle may be made to yield much amusement. For instance, in the compound noun *eating place*, *eating* is (as in all these compound nouns) a gerund. If *eating* were here the present participle, an *eating place* would mean a "place that is eating." Similarly, a *drinking glass* would mean a "glass that is drinking," a *milking stool* a "stool that is milking," a *hunting coat* a "coat that is hunting." Distinguish in this way between a *sleeping boy* and a *sleeping car*, between a *singing bird* and a *singing teacher*, and consider that a *moving van* may be standing still, and that a *riding horse* may not be riding at all but walking on its own four feet with a rider on its back.

44. Infinitives. Infinitives are full of surprises for us after our study of the more staid and regular kinds of words. In fact, they are a little more many-sided even than gerunds, which they resemble.

EXERCISE. Is there any difference in meaning between the words in italics in sentences 1 and 2, that follow? Between those in sentences 3 and 4? Between *to speak* (an infinitive) and *speech* (a noun)?

1. *To sleep* soundly is a good preparation for another day. 2. Sound *sleep* is a good preparation for another day. 3. *To work* hard is to succeed.
4. Hard *work* is success. 5. *To speak* plainly sometimes requires courage.
6. Plain *speech* sometimes requires courage.

We see that an infinitive, like a noun, may be the subject of a sentence. Before concluding, however, that it is simply another kind of noun let us examine it further in other sentences.

EXERCISE. 1. Point out the infinitives in the sentences that follow and tell what part of the sentence each is:

1. To speak the right word *at the right time* requires good judgment.
2. To read good *books* is to prepare *wisely* for life. 3. To eat good *food* is a boy's delight.

2. Explain the use of each italicized word or group of words.

It appears from these sentences that an infinitive, like a noun, may be the subject of a sentence and, like a verb, may have both an object and adverb modifiers. An infinitive, then, like a gerund, partakes of the nature of a noun and of a verb.

But we have not yet heard the whole story of the infinitive.

In addition to being used sometimes as a noun and modified sometimes like a verb, an infinitive may be used as an adjective modifier of a noun and as an adverb modifier of a verb, adjective, or adverb.

The following sentences illustrate these uses :

This was my chance *to say* a word. (Adjective modifier of the noun *chance*)

His desire *to see* the game was strong. (Adjective modifier of the noun *desire*)

He arose *to go*. (Adverb modifier of the verb *arose*)

The prisoner *was* afraid *to speak*. (Adverb modifier of the adjective *afraid*)

He *was* anxious *to find* the lost book. (Adverb modifier of the adjective *anxious*)

I am happy *to be* here. (Adverb modifier of the adjective *happy*)

The infinitive may be used in the following ways, in addition to those already explained :

1. As an appositive, explaining the pronoun *it* ; as,

It is impossible *to send* you this book to-day.

It will be unwise *to trust* these strangers with our secrets.

2. As the object of a transitive verb ; as,

She wished *to study* music.

The man wanted *to eat*.

3. Independently in exclamation ; as,

O to live in these mountains always !

To think that I passed you without knowing you !

4. As the object of the preposition *except* and a few others of similar meaning ; as,

There was nothing to do but *to surrender*.

Nothing remains except *to fight*.

5. As the verb in an infinitive clause ; as,

I expected him *to go*.

He wished me *to win*.

NOTE. The subject of the infinitive, if a pronoun, must be an object pronoun.

We see, then, that the infinitive has many and different uses.

Briefly we may define an infinitive as a verb form that partakes of the nature of a noun, of an adjective, and of an adverb.

The preposition *to*, which for convenience is regarded as a part of the infinitive and commonly precedes it, has lost its prepositional character and is called the **sign of the infinitive**.

The sign of the infinitive is sometimes omitted.

These sentences illustrate this omission :

I heard him <i>go</i> .	He dared not <i>go</i> .
He saw me <i>leave</i> .	You need not <i>wait</i> .
We made him <i>work</i> .	Have her <i>sweep</i> at once.
They felt it <i>shake</i> .	Let me <i>see</i> him <i>do</i> it.

The infinitive has the following forms. The sign *to* will help us to recognize these as infinitives, though we may be unable to assign them to their exact place in the group given below.

THE ACTIVE FORMS

Present	<i>to give</i>
Progressive present	<i>to be giving</i>
Present perfect	<i>to have given</i>
Progressive perfect	<i>to have been giving</i>

THE PASSIVE FORMS

Present	<i>to be given</i>
Present perfect	<i>to have been given</i>

45. Correct Use of Infinitives. I. As a rule no modifier should be permitted between *to* and the infinitive. Thus :

- I ask you *to do* this *quickly*. (NOT: *to quickly do* this)
 He tried *to work* it out *exactly*. (NOT: *to exactly work* it out)
 He hopes *to depart* *immediately*. (NOT: *to immediately depart*)

II. Avoid using *and* for *to* in such sentences as "Try to do it."

- Try *to do* right. (NOT: Try *and do* right.)
 Try *to win*. (NOT: Try *and win*.)

III. Avoid ending a sentence with *to* instead of with the whole infinitive. Thus :

Do as I told you *to do*. (NOT : Do as I told you *to*.)

We visited there and we intend *to visit* there again. (NOT : We visited there and we intend *to* again.)

IV. Observe the following correct forms :

I hoped *to go*. (NOT : I hoped *to have gone*.)

I meant *to do* it. (NOT : I meant *to have done* it.)

I planned *to call* on you. (NOT : I planned *to have called* on you.)

She thought him to be *me*. (THAT IS : She thought that he was *I*.)

I know the lecturer to be *him*. (THAT IS : I know that the lecturer is *he*.)

46. **Conjugations.** A complete and orderly table of all the forms of a verb, in the active and in the passive, in the three moods, six tenses, three persons, and two numbers, is called the **conjugation** of a verb.

When we say, "Conjugate a verb in this tense, or in these tenses, active or passive," we mean, "Give the orderly table of forms for the specified tense or tenses, active or passive, as required."

CONJUGATION OF THE VERB *IS*

INDICATIVE MOOD

PRESENT TENSE

Singular

1. I am
2. You are (Thou art)
3. He is

Plural

1. We are
2. You are
3. They are

PAST TENSE

1. I was
2. You were (Thou wast)
3. He was

1. We were
2. You were
3. They were

FUTURE TENSE

1. I shall be
2. You will be (Thou wilt be)
3. He will be

1. We shall be
2. You will be
3. They will be

PRESENT PERFECT TENSE

Singular

1. I have been
2. You have been (Thou hast been)
3. He has been

Plural

1. We have been
2. You have been
3. They have been

PAST PERFECT TENSE

1. I had been
2. You had been (Thou hadst been)
3. He had been

1. We had been
2. You had been
3. They had been

FUTURE PERFECT TENSE

1. I shall have been
2. You will have been (Thou wilt have been)
3. He will have been

1. We shall have been
2. You will have been
3. They will have been

SUBJUNCTIVE MOOD

PRESENT TENSE

1. I be
2. You be (Thou be)
3. He be

1. We be
2. You be
3. They be

PAST TENSE

1. I were
2. You were (Thou wert)
3. He were

1. We were
2. You were
3. They were

PRESENT PERFECT TENSE

1. I have been
2. You have been (Thou have been)
3. He have been

1. We have been
2. You have been
3. They have been

PAST PERFECT TENSE

1. I had been
2. You had been (Thou hadst been)
3. He had been

1. We had been
2. You had been
3. They had been

IMPERATIVE MOOD, Present Tense, Singular and Plural: *Be.*

INFINITIVES, Present: *To be*; Present Perfect: *To have been.*

PARTICIPLES, Present: *Being*; Perfect: *Been*; Present Perfect: *Having been.*

ORAL AND WRITTEN ENGLISH

CONJUGATION OF THE VERB *SEE*

ACTIVE FORM

INDICATIVE MOOD

PRESENT TENSE

*Singular**Plural*

1. I see
2. You see
3. He sees

1. We see
2. You see
3. They see

PAST TENSE

1. I saw
2. You saw
3. He saw

1. We saw
2. You saw
3. They saw

FUTURE TENSE

1. I shall see
2. You will see
3. He will see

1. We shall see
2. You will see
3. They will see

PRESENT PERFECT TENSE

1. I have seen
2. You have seen
3. He has seen

1. We have seen
2. You have seen
3. They have seen

PAST PERFECT TENSE

1. I had seen
2. You had seen
3. He had seen

1. We had seen
2. You had seen
3. They had seen

FUTURE PERFECT TENSE

1. I shall have seen
2. You will have seen
3. He will have seen

1. We shall have seen
2. You will have seen
3. They will have seen

SUBJUNCTIVE MOOD

PRESENT TENSE

1. I see
2. You see
3. He see

1. We see
2. You see
3. They see

PAST TENSE

Singular

1. I saw
2. You saw
3. He saw

Plural

1. We saw
2. You saw
3. They saw

PRESENT PERFECT TENSE

1. I have seen
2. You have seen
3. He have seen

1. We have seen
2. You have seen
3. They have seen

PAST PERFECT TENSE

1. I had seen
2. You had seen
3. He had seen

1. We had seen
2. You had seen
3. They had seen

IMPERATIVE MOOD, Present Tense, Singular and Plural : *See*.
 INFINITIVES, Present : *To see* ; Present Perfect : *To have seen*.
 PARTICIPLES, Present : *Seeing* ; Present Perfect : *Having seen*.

PASSIVE FORM

INDICATIVE MOOD

PRESENT TENSE

Singular

1. I am seen
2. You are seen
3. He is seen

Plural

1. We are seen
2. You are seen
3. They are seen

PAST TENSE

1. I was seen
2. You were seen
3. He was seen

1. We were seen
2. You were seen
3. They were seen

FUTURE TENSE

1. I shall be seen
2. You will be seen
3. He will be seen

1. We shall be seen
2. You will be seen
3. They will be seen

PRESENT PERFECT TENSE

Singular

1. I have been seen
2. You have been seen
3. He has been seen

Plural

1. We have been seen
2. You have been seen
3. They have been seen

PAST PERFECT TENSE

1. I had been seen
2. You had been seen
3. He had been seen

1. We had been seen
2. You had been seen
3. They had been seen

FUTURE PERFECT TENSE

1. I shall have been seen
2. You will have been seen
3. He will have been seen

1. We shall have been seen
2. You will have been seen
3. They will have been seen

SUBJUNCTIVE MOOD

PRESENT TENSE

1. I be seen
2. You be seen
3. He be seen

1. We be seen
2. You be seen
3. They be seen

PAST TENSE

1. I were seen
2. You were seen
3. He were seen

1. We were seen
2. You were seen
3. They were seen

PRESENT PERFECT TENSE

1. I have been seen
2. You have been seen
3. He have been seen

1. We have been seen
2. You have been seen
3. They have been seen

PAST PERFECT TENSE

1. I had been seen
2. You had been seen
3. He had been seen

1. We had been seen
2. You had been seen
3. They had been seen

IMPERATIVE MOOD, Present Tense, Singular and Plural: *Be seen.*

INFINITIVES, Present: *To be seen*; Present Perfect: *To have been seen.*

PARTICIPLES, Present: *Being seen*; Perfect: *Seen*; Present Perfect: *Having been seen.*

47. A List of Irregular Verbs :

PRESENT TENSE	PAST TENSE	PERFECT PARTICIPLE	PRESENT TENSE	PAST TENSE	PERFECT PARTICIPLE
am (is, be)	was	been	flee	fled	fled
arise	arose	arisen	fly	flew	flown
awake	awoke, awaked	awaked	forget	forgot	forgotten
beat	beat	beat, beaten	freeze	froze	frozen
begin	began	begun	get	got	got, gotten
bend	bent	bent	give	gave	given
bet	bet	bet	go	went	gone
bind	bound	bound	grow	grew	grown
bite	bit	bitten	hang	hung, hanged	hung, hanged
blow	blew	blown	have	had	had
bring	brought	brought	hide	hid	hidden
build	built	built	hit	hit	hit
burn	burned, burnt	burned, burnt	hold	held	held
burst	burst	burst	know	knew	known
buy	bought	bought	lay	laid	laid
catch	caught	caught	learn	learned, learnt	learned, learnt
choose	chose	chosen	leave	left	left
come	came	come	let	let	let
cost	cost	cost	lie (recline)	lay	lain
dig	dug	dug	light	lighted, lit	lighted, lit
do	did	done	lose	lost	lost
draw	drew	drawn	make	made	made
dream	dreamed, dreamt	dreamed, dreamt	mean	meant	meant
dress	dressed, drest	dressed, drest	meet	met	met
drink	drank	drunk	pay	paid	paid
drive	drove	driven	put	put	put
eat	ate	eaten	ride	rode	ridden
fall	fell	fallen	ring	rang	rung
feel	felt	felt	rise	rose	risen
fight	fought	fought	run	ran	run
find	found	found	say	said	said
			see	saw	seen

PRESENT TENSE	PAST TENSE	PERFECT PARTICIPLE	PRESENT TENSE	PAST TENSE	PERFECT PARTICIPLE
set	set	set	swim	swam	swum
shine	shone	shone	swing	swung	swung
show	showed	shown	take	took	taken
sing	sang	sung	teach	taught	taught
sink	sank	sunk	tear	tore	torn
sit	sat	sat	tell	told	told
sleep	slept	slept	think	thought	thought
slide	slid	slidden, slid	throw	threw	thrown
smell	smelled, smelt	smelled, smelt	wake	woke, waked	woke, waked
spin	spun	spun	* wear	wore	worn
stand	stood	stood	weave	wove	woven
steal	stole	stolen	win	won	won
sting	stung	stung	wind	wound	wound
strike	struck	struck	wring	wrung	wrung
			write	wrote	written

48. Subordinate Clauses Classified as to Meaning. Subordinate clauses are divided into adjective, adverb, and noun clauses. According to their meaning they may be divided into the following chief classes :

1. Clauses of Place ; as,

This is the road *where the accident occurred.* (ADJECTIVE CLAUSE)

We must look for him *wherever he may be.* (ADVERB CLAUSE)

I learned *where he kept himself.* (NOUN CLAUSE)

2. Clauses of Time ; as,

At the time *when he called on me* I could not see him. (ADJECTIVE CLAUSE)

Please go to meet him *when the time comes.* (ADVERB CLAUSE)

I know *when he will be coming back.* (NOUN CLAUSE)

3. Clauses of Manner ; as,

The soldiers charged *as if they were not afraid to die.*

He acted *as if he meant business.*

4. Clauses of Comparison ; as,

Solomon was wiser *than most men of his day* (were).

Leap year has one day more *than other years* (have).

5. Clauses of Cause or Reason ; as,

Since you say so, it must be so.

He cannot run fast *because he is not entirely well*.

6. Clauses of Condition ; as,

If I ever see him again, I shall tell him this.

It would have been fortunate, *if he had appeared sooner*.

7. Clauses of Concession ; as,

The soldiers charged, *though they knew some one had blundered*.

Although I had never seen him before, I trusted him.

8. Clauses of Purpose ; as,

In order that we might succeed, we worked hard.

We lifted him into the carriage *so that he might get some fresh air*.

9. Clauses of Result ; as,

He was weak *so that he could not walk alone*.

He spoke so loud *that no one failed to hear him*.

NOTE. The subordinate conjunctions *that* and *whether* often introduce noun clauses. Thus :

That he should pick out me surprised everybody.

He would not tell *whether it was intentional*.

EXERCISE. Write two sentences for each of the kinds of clauses illustrated above.

II. ANALYSIS, DIAGRAMMING, AND PARSING

ANALYSIS OF SENTENCES

a. *Simple Sentences*

When we analyze a sentence we separate it into its parts and show how these parts are related to each other.

Example. "In the morning the old captain heard the story of Tony and Marie with a great deal of interest."

This is a simple declarative sentence.

The subject is *the old captain*.

The predicate is *In the morning heard the story of Tony and Marie with a great deal of interest.*

The principal word of the subject is the noun *captain*, modified by the adjectives *the* and *old*.

The verb is *heard*, modified by the adverb phrases *in the morning* and *with a great deal of interest*. Its object is the noun *story*, modified by the adjective *the* and the adjective phrase *of Tony and Marie*.

The adverb phrase *in the morning* consists of the preposition *in* and its object, the noun *morning*, modified by the adjective *the*.

The adverb phrase *with a great deal of interest* consists of the preposition *with* and its object, the noun *deal*, modified by the adjectives *a* and *great* and the adjective phrase *of interest*.

The adjective phrase *of interest* consists of the preposition *of* and its object, the noun *interest*.

The adjective phrase *of Tony and Marie* consists of the preposition *of* and its object, the nouns *Tony* and *Marie* connected by the conjunction *and*.

b. Compound Sentences

The analysis of a compound sentence consists of the analysis of the simple sentences of which it is composed.

Example. "The boys cleaned the hall for the party, and the girls decorated it with autumn leaves."

This is a compound declarative sentence, made up of the two independent clauses, *The boys cleaned the hall for the party* and *the girls decorated it with autumn leaves*.

The subject of the first clause is the noun *boys*, modified by *the*.

The verb is *cleaned*, followed by its object *hall*. The noun *hall* is modified by *the*. The verb *cleaned* is modified by the adverb phrase *for the party*, which consists of the preposition *for* and its object, the noun *party*, *party* being modified by *the*.

The subject of the second clause is the noun *girls*, modified by *the*.

The verb is *decorated*, modified by the adverb phrase *with autumn leaves*, which consists of the preposition *with* and its object *leaves*, *leaves* being modified by the adjective *autumn*.

The verb *decorated* is followed by its object, the pronoun *it*.

The conjunction *and* connects the two clauses, *The boys cleaned the hall for the party* and *the girls decorated it with autumn leaves*.

c. Complex Sentences

The analysis of a complex sentence consists of the analysis of the principal clause and of the subordinate clause or clauses depending on the principal clause.

Example. "He who goes with wolves learns to howl."

This is a complex declarative sentence, the principal clause being *He learns to howl*, and the subordinate clause being *who goes with wolves*.

The subject of the principal clause is the personal pronoun *He*. *He* is modified by the adjective clause *who goes with wolves*.

The verb is *learns*, and its object is *to howl*.

The subject of the subordinate clause is the relative pronoun *who*, unmodified.

The verb is *goes*, modified by the adverb phrase *with wolves*, which consists of the preposition *with* and its object, the noun *wolves*.

d. Exclamatory Sentences

Both declarative and interrogative sentences may be used as exclamations, expressing strong feeling. Thus:

Oh, we saw a beautiful sunset!

Oh, did you miss the sunset!

How could you have said that!

Here we have declarative and interrogative sentences expressing strong feeling. Such sentences are called **exclamatory**.

Sentences that do not express strong feeling may be called **non-exclamatory**.

The analysis of exclamatory and of nonexclamatory sentences is the same, except that exclamatory sentences often contain an independent element called an interjection. Attention should be called, in the analysis of an exclamatory sentence, to this independent element.

e. Imperative Sentences

Some grammarians treat as a special class those sentences that express commands or requests, giving them the name **imperative sentences**.

Sentences like the following would belong to this class:

- | | |
|--|--|
| 1. Please pass me the bread. | 6. Do the best you can. |
| 2. Will you please pass me the bread. | 7. Will you not do the best you can. |
| 3. Don't go near the water. | 8. Turn to the right, and keep on forever. |
| 4. Keep off the grass. | |
| 5. Will you please keep off the grass. | |

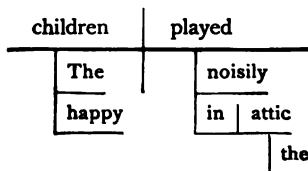
It is clear that some of these sentences may be called declarative, and others interrogative. If sentences 2, 5, and 7 are classed as interrogative, they should be followed by question marks.

The analysis of imperative sentences often involves supplying the sentence with the word naming the subject, usually the pronoun *you*. In all other respects they are analyzed like the sentences analyzed above.

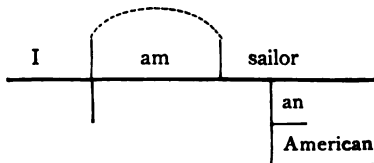
DIAGRAMMING

The following examples cover the constructions that are usually met with in elementary-grammar study:

1. *Example.* "The happy children played noisily in the attic."



2. *Example.* "I am an American sailor."



3. *Example.* "Have you brought the books from the library?"

you	Have brought	books
	from library	the
	the	

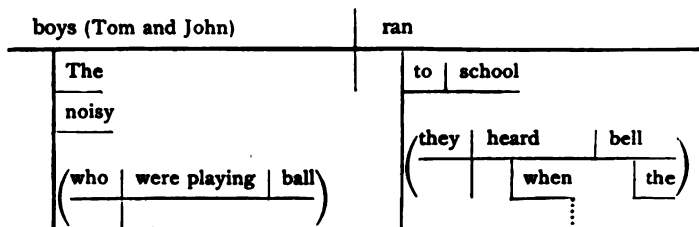
4. *Example.* "The girls then elected Jane their president."

girls	elected	Jane : president
The	then	their

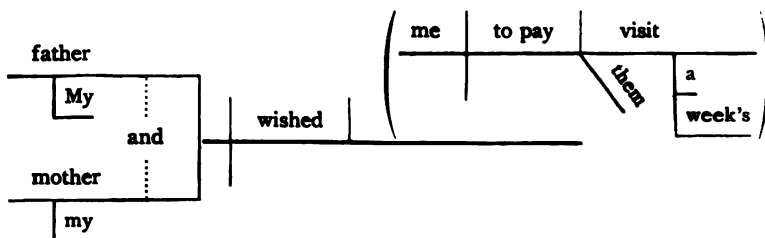
5. *Example.* "The well-known fact that these Indians could not be trusted did not keep the brave explorer, La Salle, from visiting them; but, having learned caution in the hard school of experience, he always carried his trusty rifle under his arm when he made these trips."

fact (Indians	could be trusted	did keep	explorer (La Salle)
that	these	not		
The			not	the
well-known			from	brave
			visiting	them
			but	
he			carried	rifle
having learned	caution		always	his
in school			under	arm
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of experience			(he
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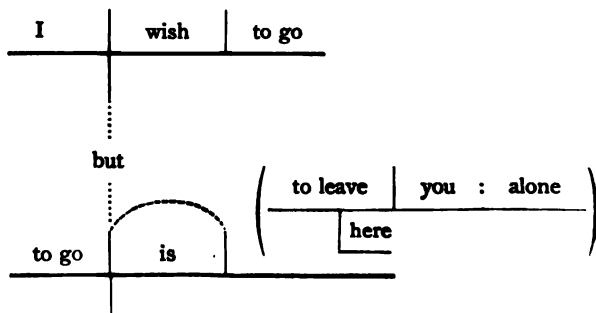
6. *Example.* "The noisy boys, Tom and John, who were playing ball, ran to school when they heard the bell."



7. *Example.* "My father and my mother wished me to pay them a week's visit."



8. *Example.* "I wish to go; but to go is to leave you here alone."



PARSING

To parse any word is to tell what part of speech it is, what its grammatical form is, and how it is used in the sentence.

a. Parsing Nouns. To parse a noun is to tell (1) what kind of noun it is; (2) what its form is (whether singular or plural; whether a possessive or not); and (3) what its use is in the sentence in which it is given.⁶⁷

Example. "Lincoln told^t the soldier the story of the old colored man, Johnson."

Lincoln is a proper noun, in the singular number; it is the subject of the verb *told*.

soldier is a common noun, in the singular number; it is the indirect object of the verb *told*.

story is a common noun, in the singular number; it is the direct object of the verb *told*.

man is a common noun, in the singular number; it is the object of the preposition *of*.

Johnson is a proper noun, in the singular number; it is used as an appositive, modifying the noun *man*.

b. Parsing Pronouns. To parse a pronoun is to tell (1) what kind of pronoun it is; (2) what word it represents, if this word is given; (3) what its person, number, and gender are; (4) whether it is a subject, object, or possessive pronoun⁷⁶; and (5) what its use in the sentence is.

Example. "Who is the man whom he introduced to each of us?"

Who is an interrogative pronoun, of the third person, singular number, masculine gender. It is a subject pronoun and is used as the subject of the verb *is*.

whom is a relative pronoun, representing the noun *man*. It is of the third person, singular number, masculine gender. It is an object pronoun and is used as the object of the verb *introduced*. It connects the subordinate clause *whom he introduced to each of us* to the principal clause *who is the man*.

he is a personal pronoun of the third person, singular number, masculine gender. It is a subject pronoun and is used as the subject of the verb *introduced*.

each is a word that may be used as an adjective or as a pronoun. It is here used as a pronoun. It is of the third person, singular number. It is the object of the preposition *to*.

us is a personal pronoun of the first person, plural number, masculine or feminine gender. It is an object pronoun and is used as the object of the preposition *of*.

c. Parsing Adjectives. To parse an adjective is to tell (1) its kind, (2) its degree (if comparative or superlative), and (3) its use in the sentence.

Example. "A scalded dog is afraid of cold water."

A is the indefinite article (an adjective), used to modify the noun *dog*.

scalded is a descriptive adjective, used to modify *dog*.

afraid is a descriptive adjective, used as the predicate word after the verb *is*.

cold is a descriptive adjective, used to modify the noun *water*.

d. Parsing Adverbs. To parse an adverb is to tell (1) what kind of adverb it is, (2) what it modifies, and (3) if it is not in the positive degree, whether it is in the comparative or the superlative degree.

Example. "He ran faster when he saw his rival gaining steadily."

faster is an adverb of manner; it is in the comparative degree; it modifies the verb *ran*.

when is a relative adverb; it modifies the verb *saw*, and connects the adverb clause *when he saw his rival gaining steadily* with the principal clause *He ran faster*.

steadily is an adverb of manner modifying the participle *gaining*.

e. Parsing Verbs. To parse a verb is to tell (1) what kind of verb or verb phrase it is; (2) whether it is the active or the passive form; (3) what its principal parts are; (4) what its tense, person, and number are; (5) what its subject is.

Example. "If I may hear the great violinist, I shall be pleased."

may hear is a transitive verb phrase formed with the helping verb *may*. It is the active form, its object being the noun *violinist*. The principal

parts are *hear, heard, heard*. It is in the present tense, first person singular to agree with its subject *I*.

shall be pleased is a transitive verb, the passive form. Its principal parts are *please, pleased, pleased*. It is in the future tense, first person singular to agree with its subject *I*.

f. Parsing Prepositions. To parse a preposition is to tell (1) that it is a preposition, (2) what its object is, and (3) what the prepositional phrase of which it is a part modifies.

Example. "There sailed on this broad stream ships of every description."

on is a preposition; its object is the noun *stream*. The prepositional phrase *on this broad stream* modifies the verb *sailed*.

of is a preposition; its object is the noun *description*. The prepositional phrase *of every description* modifies the noun *ships*.

g. Parsing Conjunctions. To parse a conjunction is to tell (1) what kind of conjunction it is, and (2) what it connects.

Example. "James and John went to the river although it looked like rain."

and is a coordinating conjunction; it connects the two proper nouns, *James* and *John*, both subjects of the verb *went*.

although is a subordinating conjunction; it introduces the subordinate clause *although it looked like rain*, and connects it with the principal clause of the sentence.

h. Parsing Participles, Gerunds, Infinitives. To parse a participle, a gerund, or an infinitive is to tell (1) that it is a participle, a gerund, or an infinitive, and (2) what its use is in the sentence.

Example. "I wish to go; but going means to leave you here working alone."

to go is an infinitive; it is used as the object of the verb *wish*.

going is a gerund; it is used as the subject of the verb *means*.

to leave is an infinitive; it is used as the object of the transitive verb *means*.

working is a participle; it is the present participle of the verb *work*, and is used as an adjective modifier of the pronoun *you*.

III. SUMMARY OF RULES FOR THE USE OF CAPITAL LETTERS AND PUNCTUATION MARKS

CAPITAL LETTERS

A capital letter should be used

1. To begin every sentence.
2. To begin every word in a person's name.
3. For every initial.
4. To begin titles and the abbreviations of titles.
5. To begin the names of the days of the week.
6. To begin the names of the months and their abbreviations, and the names of holidays.
7. To begin the names of states, countries, mountains, rivers, cities.
8. To begin the first word and every important word in the title of a book, poem, essay, story, composition.
9. To begin the first and every important word in the names of stores, churches, theaters, events, wars, political parties.
10. To begin the words *north*, *east*, *south*, and *west*, when they are names of sections of country.
11. To begin every proper noun and every abbreviation of a proper noun.
12. To begin every line of poetry.
13. For the words *I* and *O*.
14. To begin the first word of a quotation.¹⁰²
15. To begin the first word and the principal word in the greeting of a letter.
16. To begin the ending of a letter.
17. To begin every proper adjective.
18. To begin every name given to God.

PUNCTUATION MARKS

1. The period (.) should be used
 - a. At the end of a declarative sentence.
 - b. After an abbreviation; c. after an initial.

2. The question mark (?) should be used at the end of an interrogative sentence.
3. The exclamation mark (!) should be used after a word or group of words that expresses strong feeling.
4. The comma (,) should be used
 - a. To separate from the rest of the sentence the name — or the words used for the name — of the person addressed.
 - b. To separate *yes* and *no* in answers from the statements which follow them.
 - c. To separate words or groups of words in series.
 - d. To separate a sentence into parts so that its meaning may be clear to the reader.
 - e. To separate in a date the day of the month from the year.
 - f. The comma is often used to separate the subordinate clause in a complex sentence from the main clause.
 - g. The comma is generally used to separate the clauses in a compound sentence.
 - h. The comma is generally used to separate a quotation from the rest of the sentence.
5. The colon (:) should be used after the greeting in letters.
6. Quotation marks (" ") should be used
 - a. To inclose a quotation and each part of a divided quotation.
 - b. To inclose titles of books, poems, stories, that form parts of sentences.
7. The hyphen (-) should be used
 - a. After a syllable at the end of a line when the remaining syllables of the word begin the next line.
 - b. To separate the words in some compound words.
8. The apostrophe (') should be used
 - a. To show where in contractions a letter or letters have been omitted.
 - b. To show or help to show possession.
9. The semicolon (;) is sometimes used to separate the clauses of a compound sentence, particularly if one or more of them contain commas.

IV. FORMAL NOTES

On occasions of special dignity and importance invitations, as well as replies to them, are expressed in formal notes rather than in ordinary letters. Examples of such formal notes are given below. It is possible to see at most stationery stores and printing offices interesting samples of formal notes engraved or printed in different styles.

FORMAL INVITATION

Miss Harriet Jordan requests the pleasure of Miss Elizabeth Gregory's company at a May-Day party on Wednesday afternoon, May the first, from two to five o'clock.

225 North Shore Drive
April the twenty-fourth

FORMAL NOTE OF ACCEPTANCE

Miss Elizabeth Gregory accepts with pleasure Miss Harriet Jordan's kind invitation to her May-Day party on Wednesday afternoon, May the first, from two to five o'clock.

427 Morse Avenue
April the twenty-seventh

FORMAL NOTE OF REGRET

Miss Elizabeth Gregory regrets that she cannot accept Miss Harriet Jordan's kind invitation to her May-Day party on Wednesday afternoon, May the first, from two to five o'clock.

427 Morse Avenue
April the twenty-seventh

FORMAL INVITATION

The pupils of Miss Smith's class at the Webster School request the pleasure of your company at the Arbor-Day exercises on Friday afternoon, April the twenty-fourth, from two to three o'clock.

Webster School
April the twentieth

NOTES TO THE TEACHER

(The page number following each note number refers to the first appearance of the note in the text)

Note 1 (page 3). At the beginning of his study of this book it is desirable that the pupil understand what the subject has of value for him. This the introductory chapter is intended to make clear. Its purpose, however, is not so much to explain as to confront him with facts that will explain the significance of the book — such facts drawn from his own compositions as will impress him with his need of studying grammar and of practicing speaking and writing.

Note 2 (page 6). Pupils should frequently stand before the class while speaking. What pupils are asked to do in this book is not merely to talk but *to talk to their classmates* — telling, describing, explaining something *to them*, to interest, to inform, to persuade *them*. Pupils, like adults, will do this best if they can face their audience. See Note III.

Note 3 (page 7). Each pupil should be provided with a large envelope to hold these compositions, which should be arranged according to dates. It is recommended that these envelopes be in the teacher's keeping.

Note 4 (page 7). The group exercise is a socialized recitation. The teacher guides from the background, if at all. Pupils work together as in a laboratory, suggesting, criticizing, defending, discussing, reaching conclusions. It follows that these exercises should never be hurried. A few truly constructive recitations of this sort will help pupils more than a large number of hasty and superficial ones. See Note III.

When, as is frequently the case, the group exercise is utilized for the class correction of compositions, these latter should often be copied on the board. They should be examined more than once, a single critical question being considered in each reading (see Note 35). A list of suitable questions may very well be kept on the board for easy reference.

This list will of course be changed from time to time, with the changing needs of the class. Besides, as each grammar chapter is studied, appropriate questions based on the technical topics mastered will suggest themselves for use in the criticisms of compositions. Thus the study of nouns will add specific questions that bear on the correct use of nouns in pupils' compositions.

If frequent copying on the board prove impracticable, even though it be done before and after school hours, it is suggested that pupils *reread* their

compositions, or parts of them, to the class, this time *for correction purposes*. The reader should make a short pause at the end of each sentence, so that his classmates may question him: Did you begin that sentence with a capital letter? Did you end it with a question mark? How did you spell so-and-so? Etc. Thus each sentence may be criticized and even become the object of animated discussion.

Sometimes, particularly in the class correction of oral compositions, committees should be appointed to look for specific errors. One committee should report the use of too many *and*'s, another the unnecessary use of such words as *well* and *why*, and still other committees of pupils should look for other points, good and bad, in their classmates' speaking and writing.

It will occur to the teacher that these group exercises in the correction of compositions are in effect nothing less than the *most vital reviews*.

Note 5 (page 8). The first three grammar chapters in this book necessarily are in part reviews of fundamentals treated in the preceding book. They should now be presented rapidly or slowly, according to the ability and attainments of the class.

Note 6 (page 11). The recommendation of the Joint Committee on Grammatical Nomenclature, whose Report is now generally accepted, is that some imperative sentences be classed as declarative, others as interrogative. Thus, as declarative would be classed the sentence "Keep off the grass," and as interrogative the sentence "Will you please keep off the grass?" See pages 409-410 and page 391 for matter relating to imperative as well as to exclamatory sentences.

Note 7 (page 12). All involved sentences should be omitted from these early criticisms.

Note 8 (page 15). It seems inadvisable, in the present state of conflicting usage, to follow the greeting of some letters with a comma and of others with a colon. The distinction is, of course, an arbitrary one; it becomes at times a source of embarrassment; and it compels the teaching of two forms where one suffices.

Note 9 (page 17). It is suggested that, whenever practicable, pupils address their letters to classmates, who will answer them. Thus one pupil may order a book from a publisher; another pupil, impersonating the publisher, may write the reply. For the purposes of such a classroom correspondence all the pupils should be grouped in pairs, the pairs being changed from time to time. A class post office and postmaster will serve to give the finishing touch of reality. See Note 111.

Opportunities for real correspondence outside the classroom will reveal themselves from time to time and should be utilized.

Note 10 (page 18). In schools where the "story hour" has been established as a regularly recurring exercise throughout the year, it has been found that pupils soon discover the need of telling their stories well if they are to hold the attention of their classmates. It is suggested, therefore, that the "story hour" be left largely in the pupils' own hands, in order that *the desire to entertain* may be free to vitalize this English work, unhampered by instructions, "suggestions," and other limitations. Gradually this regular entertainment will create a "real situation" to which a club of adults meeting regularly — for mutual entertainment through story-telling constitutes actually a true and instructive parallel. See Notes 111 and 112.

Note 11 (page 19). The technical term *indention* may be used to name this "notch" in the first line of every paragraph. The term may be related to *dent in* — every paragraph being *dented in* at its beginning. See Note 113.

For the present purpose the paragraph consisting of but a single sentence may be disregarded.

Note 12 (page 19). If an exchange of letters with the pupils of a school in another town or city prove impracticable, arrangements may be made with a school in the same city or county; or the class may be divided — possibly the boys as a group exchanging letters with the girls as a group, each group preparing its letters alone, in order that the reality of the correspondence may not be lessened. In this case the list on page 20 will be found to offer suitable subjects. See Note 111.

Note 13 (page 19). The pupils' attention should be called, by means of proper questions, to the absurdity of this haphazard order, in order that the need of a logical arrangement may become evident. A natural motive will thus be supplied for the study of the outline and the paragraph. The possibility of different arrangements of the same material, all equally good, should be shown the pupil. See Note 114.

Note 14 (page 21). The rules for capital letters and punctuation marks are tabulated on pages 416–417. Pupils should have practice in referring to them during the criticism of compositions.

Note 15 (page 22). The Review and Drill chapters, of which this is one of twelve, contain material and suggestions for supplementary work. They consist in general of (1) rapid reviews of certain fundamentals in grammar, (2) drills in correct usage, based on the common errors of school children, (3) language and grammar games, (4) exercises in pronouncing troublesome words, (5) additional sentences for the study of sentence structure and of the parts of speech. The use of these chapters is optional with the teacher; they are provided to give the book a measure of flexibility that may often prove desirable.

Note 16 (page 22). The common errors made by children in the use of English, form the basis of this and other drills in correct forms. The pupil is asked to read aloud repeatedly the sentences containing these correct forms, speaking the words clearly and distinctly. To give variety to the drill, groups of half-a-dozen pupils may stand before the class and read — each group, in the spirit of a game, trying to read best. Finally the whole class may read in concert — distinct, animated utterance being constantly required.

If these drills are resorted to as a language gymnastic whenever a few minutes of spare time are at hand, pupils will soon find it easier to speak the correct forms than the incorrect ones. This is the aim of the exercise. Explanations of the principles of grammar involved are not undertaken at this point.

A word of warning, however, seems necessary. The thoughtless and monotonous repetition of correct forms can do little good. They should be repeated enough times to make undoubtedly clear to the pupil what each correct form is and to accustom his lips to speaking it easily and naturally and his ears to hearing it spoken by himself. But then the repetition should be discontinued, and *a point should be made of employing each correct form frequently in natural contexts, so that it may be interwoven with the pupil's thinking and speaking.*

Judiciously employed, these drills should have the twofold effect of prevention and cure — cure for errors already established, prevention and inoculation against errors not yet contracted. See Note 119.

Note 17 (page 22). Nearly one fourth of all the errors in the speech of school children is due to the confusion of the past tense with the perfect participle. Recent investigations show that the verbs *see, do, come, ring, sing, drink, and go*, in the order named, are more commonly misused in this way than any others.

Note 18 (page 24). Classes familiar with the subject matter of this chapter should nevertheless give it a thorough review. See Note 5.

Note 19 (page 24). Pupils sometimes have difficulty in separating sentences into their subjects and predicates. The purpose of these preliminary exercises in constructing sentences is to make the subsequent analytical work easier.

Note 20 (page 28). To the principal word of the subject may be given the technical name of *subject substantive*. This is the term recommended by the Joint Committee on Grammatical Nomenclature.

Note 21 (page 30). The untechnical wordings employed here, *subject preceding predicate* and *predicate preceding subject*, are recommended as being instantly understood by the pupil. Some teachers may prefer to use the term *natural order* for the first and the term *inverted order* for the second. In this connection teachers should bear in mind that real understanding of grammatical facts is more important than mere acquaintance with their technical names.

Note 22 (page 31). If pupils should have difficulty with any of these sentences, which is unlikely, it is suggested that the verb be selected first and then such questions asked as (see sentences 1 and 4) "Who walked?" "What passed?"

Note 23 (page 32). The example sentences as well as the exercise sentences at this point purposely avoid difficulties. The simple sentence can have little structural meaning for the pupil until he is able to contrast it with the compound sentence (see page 59). Some teachers may wish to explain at this time such sentences as "*John and Mary cried*" and "*John cried and laughed.*"

Note 24 (page 40). Teachers should read each literary selection to the class before it is studied, in order that pupils may surely be impressed by its adequacy and beauty. The literary selection is intended to function less as a model in these lessons than as an awakener of interest. It is recommended that the best compositions of the last year's class be utilized continually as models for the present class. See Note 70.

Note 25 (page 44). See pages 386-387 and 409.

Note 26 (page 45). "In learning a selection it is advisable to read through the whole from beginning to end, and to repeat the reading until all is learned, rather than to learn bit by bit" (W. B. Pillsbury, "The Essentials of Psychology," p. 192). Teachers will find the entire chapter viii of Professor Pillsbury's book, but particularly pages 191-194, suggestive and helpful.

Note 27 (page 46). Many of the drills, or parts of them, may advantageously be given as conversation games. Thus:

TEACHER. *Is n't* your little brother here?

PUPIL. No, he *is n't* here.

TEACHER. *Is n't* he coming to visit us to-day?

PUPIL. No, he *is n't*. Etc.

TEACHER. *Does n't* he know Mr. Smith?

PUPIL. No, he *does n't* know Mr. Smith.

TEACHER. *Does n't* he live with his uncle?

PUPIL. No, he *does n't* live with his uncle. Etc.

It is clear that throughout the game the teacher asks questions that call for answers containing *is n't* and *does n't*. Other words or expressions may be used for similar conversations. See Note 111.

Note 28 (page 47). Other lists of words are given in subsequent chapters of this book. To all these should be continually added words that pupils mispronounce in their recitations, as well as localisms. A committee of pupils may be asked to watch for words to add to a growing list that is kept on the board. All these words should be used frequently in sentences. By alternating questions with answers a game may be made. See Notes 105 and 111.

Note 29 (page 48). The purpose of Chapter III is to make certain that pupils have at least a bowing acquaintance with the parts of speech. Without it they cannot proceed advantageously with the study of sentences.

It is suggested that in this chapter frequent use be made of the material provided in the following composition chapter. See particularly pages 61, 62, and 63. Pupils' compositions too should furnish material.

Note 30 (page 50). Since the pupil now understands the distinction between the entire subject and the principal word of the subject, the word *subject* makes a flexible term that may name either.

Note 31 (page 53). The adjectives not printed in italics are to be disregarded for the purposes of this exercise.

Note 32 (page 56). The test of an adjective is whether it modifies a noun; the test of an adverb is whether it modifies a verb, an adjective, or another adverb. Since pupils sometimes have difficulty in distinguishing adjectives and adverbs, these tests should be frequently applied. They are repeatedly indicated in the text. The difference between such words as *lovely* and *happily*, both ending in *ly*, should be made clear with the help of the tests.

Note 33 (page 57). Instances where the preposition does not precede its object are relatively uncommon and are disregarded for the present. Instead of *object of the preposition* we may say *word used with the preposition*. The term *phrase* may be employed at this time to name a group of words consisting of a preposition and its object (see page 104).

Note 34 (page 59). This is simply a preliminary statement (see page 132).

Note 35 (page 66). The following sentences from a preliminary statement regarding the proposed revision of the English syllabus in the state of New York may prove valuable in this connection: "It will be found that comparatively few students are capable of detecting during one reading the various kinds of errors that creep into their compositions. On the other hand it will be found that a student who reads over his composition with the view of discovering some particular kind of error seldom fails to find all the errors of that particular kind." This means of course that the first question in this and other group exercises should be disposed of before the second is asked, the second completely answered before the third is taken up, and so on to the end of the list. In oral work it is suggested that the class be sometimes divided into sections or committees, each to look for a specific error. For suggestions regarding lists of questions, changing with each grammar chapter studied, see Note 4. See also Note 37.

Note 36 (page 66). Since pupils are now familiar with the eight parts of speech, it is advisable to refer them, as need arises, to the later chapters in which each is studied in detail. This may profitably be done in connection

with the group correction exercises. If, for instance, *beside* has been confused with *besides*, let pupils look up the correct use of the two words, under Prepositions. It is given on page 344. For other errors they should be referred to other sections of the book. The purpose is of course to teach pupils, as far as practicable, to look upon and to use the text as a reference book. Pupils should be taught to use the Index.

Note 37 (page 68). Vague, general criticisms such as "I liked the beginning of it" or "I did not like the way it ended" should not be accepted; or, if accepted, should provoke at once such questions as "*Why* did you like the beginning of it?" "*Why* did you not like the way it ended?" Only definite, thoughtful criticisms are of use, and if these can be made constructive too, so much the better. See Note 115.

Note 38 (page 68). As has been suggested earlier in the book, all compositions should be dated and saved. This composition will be called for in a later exercise that involves measurement of the pupil's progress in written composition.

Note 39 (page 69). Pupils should now be able to give directions in clear, well-chosen sentences without hesitation or errors. The exercise may be varied by having some of the speakers make rapid illustrative drawings on the board as they speak.

Note 40 (page 74). Distinct enunciation should be constantly insisted on during these drills.

Note 41 (page 81). Since the form *be*, unlike the infinitive of most verbs, is not found in the present indicative active of the verb, it is believed that pupils will be saved unnecessary perplexity if the practice of some grammarians is followed of referring to this verb as the verb *is*.

Note 42 (page 81). See page 286.

Note 43 (page 95). The kind of composition that is little more than a catalogue of events (as "First I did this, then I did that, and finally this, etc.") may in a measure be prevented by asking pupils to limit their accounts to one significant aspect of their subject — namely, to what they think will be the most interesting side of it to their hearers. See Note 83.

Note 44 (page 96). Where the winter climate is not favorable to the making of an ice rink, let pupils plan to lay out a basketball court, a tennis court, an outdoor gymnasium, a garden, or flowerbeds.

Note 45 (page 96). The discussion of plans should always take the form of a series of set talks, not of miscellaneous and fragmentary conversation.

Note 46 (page 105). The term *adjectival phrase* may be used instead of *adjective phrase*; and *adjectival clause* instead of *adjective clause*.

Note 47 (page 106). Instead of the term *adverb phrase* the term *adverbial*

phrase may be used, and *adverbial clause* instead of *adverb clause*. See Note 46.

Note 48 (page 109). If exercises in formal analysis, diagramming, or parsing are desired at this time, see pages 407-415 for models, and the Review and Drill chapters for additional sentences. Pupils' compositions, used with discretion, will also furnish additional material. See also Note 61.

Note 49 (page 114). If possible there should now be available for class use in each upper-grade room a large dictionary and a book of synonyms.

Note 50 (page 119). It may often be advisable to keep a list of the questions used in the criticism of oral and written compositions, on the board where they may be easily referred to during group and individual correction exercises. As the class outgrows specific errors certain questions may be crossed off the list. See Notes 4 and 71.

Note 51 (page 121). It is recommended that this letter and the one of the following exercise be dated for the measurements called for later in the book. Both should be passed on to the teacher who will have the class the following year.

Note 52 (page 132). In connection with this exercise it may be advisable to ask pupils to reread pages 32 and 59.

Note 53 (page 133). Teachers wishing to give a special name to those compound sentences that consist of two or more independent clauses, at least one of which is itself a complex sentence — as "The boys left, and the girls, who were asked to stay, remained" — may call these *compound-complex sentences*. The subordinate conjunction is a part of the subordinate clause.

Note 54 (page 135). The technical name *elliptical sentences* may be used for the sentences described in this section.

Note 55 (page 139). Other passages from the works of experienced writers should be reduced by the teacher to short sentences which pupils will recombine in the best ways they can. Much pleasure and profit may be derived from comparing the rewritten passages with the originals.

Note 56 (page 141). The use by pupils of other words than those in the original selection is to be encouraged in these dramatizations, as are originality and individuality. The primary aim is not a smooth play but progress in getting children to speak freely and effectively, *each in his own way*. Dramatization of this sort is less play-acting than educational method — that is, motivation of material for speaking and writing. See Note 111.

Note 57 (page 144). See the conversation game on page 153.

Note 58 (page 145). Models for formal notes are given on page 418.

Note 59 (page 146). Questions for debate may be stated as resolutions. Thus: "Resolved, that the summer vacation should be made longer." If

desired, more than two pupils may speak on each side, and the affirmative side may close the debate.

Note 60 (page 149). This exercise may be varied by asking pupils to bring to class interesting accounts from history, geography, biography, and science with which to entertain their classmates.

Note 61 (page 124). Sensible sentences should be required. The pupil should frequently be asked: What picture does this group of words suggest to you? With this clearly in mind can you add to the words in the book so that the completed sentence will suggest the same picture to a hearer or reader? These completed sentences should be saved; they can be used very profitably for later exercises in analysis, diagramming, and parsing. See Note 116.

Note 62 (page 153). Pupils should now and then be asked to introduce the partners of each conversation to each other, as if they were strangers just meeting. This will add a touch of reality and fun to the exercise. See Note 111.

Note 63 (page 154). As is explained in the Preface, the grammar chapters in the body of this book contain only the minimum essentials of grammar — only those topics and subtopics of which a knowledge may fairly be expected to function in the grammar-school pupil's speaking and writing. This simplification follows the conclusions reached in various recent studies in elimination of subject matter. Teachers wishing to extend their grammar teaching beyond the minimum essentials are enabled to do so by means of the supplementary grammar treatments in the Appendix.

Note 64 (page 161). Several spelling lessons may profitably be devoted at this time to the plural forms of nouns. These will be specially valuable if pupils are asked to write sentences containing first the singular, then the plural, form of each noun. A series of group exercises is also recommended in which many pupils at the board use in sentences the plural forms of the words listed on pages 157–161.

Note 65 (page 161). The relatively unimportant topic of the gender of nouns is treated here as a convenient preparation for the later treatment of the gender of pronouns.

Note 66 (page 162). Instead of the informal name *possessive form* the more technical term *genitive case* may be used. See pages 371, 372, 377, 381.

Note 67 (page 164). Attention is called to the following sentence from the Report (p. 14) of the Joint Committee on Grammatical Nomenclature: "The Committee recommends that attention be directed to the *function* (that is, the *use*) of a given noun in the sentence rather than to its case-classification." See page 371; also Note 103.

Note 68 (page 165). The object of a verb is sometimes called the *direct object*, to contrast it more clearly with the indirect object.

Note 69 (page 168). For the purpose of improving the pupil's English it is of course not enough to teach him grammar. In addition this grammar knowledge must be directly applied to his speaking and writing, *must be made to count* for correctness and effectiveness of expression. This is a problem separate from that of teaching grammar and, in a large measure, also from that of teaching composition. It can be satisfactorily solved only by unceasing applications of grammar standards and tests to the pupil's oral and written productions, and most satisfactorily if the pupil makes the applications himself. For this reason, not only is each grammar chapter of the book followed by a composition chapter but that composition chapter stresses the particular technicalities mentioned in the grammar chapter preceding it.

Note 70 (page 169). See Note 24. Attention is here called to the desirability of each teacher's making a "book of model compositions." A scrap-book may be used to contain and display these. Each class, each pupil, may try to make a contribution to it. Not only would such a book be valuable in itself and for the teaching of future classes, but the very making of it would appeal in the present class to a real motive for excelling in composition work.

Note 71 (page 169). Let each pupil in the class be asked to rewrite that paragraph or part of a composition (that is being criticized) which the teacher designates. That is, let each pupil criticize it by writing it better. This sort of constructive criticism should be frequently called for.

Note 72 (page 172). The original selection may be found on page 251. Other suitable passages should be copied on the board from time to time, blanks being substituted for important words, and these passages should be studied as was this one from Irving.

Note 73 (page 172). The compositions may be read aloud slowly instead of written on the board, whenever writing is impracticable. Let the pupils who are the authors withhold the word they themselves used, until the class has decided on the best word for each blank. See Note III.

Note 74 (page 174). It sometimes helps to give a pupil confidence if he is permitted to hold in his hand, while speaking, a slip of paper containing the outline of his talk.

Note 75 (page 185). The personal pronouns *thou, thy, thine, thee*, and *ye* are rarely used except in poetry and in solemn language; members of certain religious bodies employ them in conversation. See also pages 400-401.

Note 76 (page 187). The technical term *declension* may be used for the table of pronoun forms. For the technical treatment of case in this connection, see page 377. See Note 103.

Note 77 (page 187). The sections named "Correct Use" give explanations of correct forms; those named "Correct Usage" contain drills. Only in the

former is the correct form contrasted with the incorrect one, and this one shown to be incorrect.

Note 78 (page 190). See pages 377-378 for fuller treatment of reflexives and intensives.

Note 79 (page 50). The technical term *antecedent* may be used to name this word. See page 378.

Note 80 (page 199). These words are called *adjective pronouns* by some grammarians, *pronominal adjectives* by others. If they be named at all—other than *adjectives* or *pronouns*, according to their use in the sentence—either of the terms above may be used.

Note 81 (page 201). A rapid review is suggested of the preceding rules and exercises in the correct uses of pronouns. See pages 187, 188, 189, 190, 191, 192, 193, 196, 200.

Note 82 (page 211). The little book "Lessons for Junior Citizens" by Mabel Hill (Ginn and Company) contains lists of books for teachers and for children on each of the topics in this exercise, and is itself full of interesting information about these topics.

Note 83 (page 211). Read again Note 43. If the autobiographical point of view is assumed by pupils, it is pretty sure to prevent their compositions from becoming dry reports from encyclopædias and other sources. Thus a pupil may speak about the fire department *as if he were a fireman*, his subject becoming "What my Duties were when I was a Fireman."

Note 84 (page 212). These questions are taken from or suggested by Hill's "Lessons for Junior Citizens."

Note 85 (page 223). See pages 198 and 380; also Note 80.

Note 86 (page 227). Adjectives and adverbs may also be compared by means of the adverbs *less* and *least*.

Note 87 (page 229). These three relations of adjectives to nouns may be technically named as *adherent*, *appositive*, and *predicate*.

Note 88 (page 235). See Chapter V, which may be rapidly reviewed at this time. See also Note 32.

Note 89 (page 237). This exercise should be continued with other selections until pupils appreciate the value of choosing adjectives with care.

Note 90 (page 240). Pupils should be made to understand that the purpose of the descriptions they are asked to write is the identification of the object described. See Note 118.

Note 91 (page 241). The geography lesson frequently suggests a good topic for composition. Questions by pupils often reveal these opportunities and point the way to outside reading and to oral and written reports. A similar correlation of composition with history, nature study, and physiology is

recommended. But always the composition must be in the nature of *reporting new facts to classmates* (motivated speaking and writing), and never a perfunctory rehash of old matter already studied in the textbook and fully discussed in class. The attitude of the speaker must always be, "Classmates, I have something to tell that will interest you." See Notes 43, 83, and 111.

Note 92 (page 273). It is recommended that, if possible, actual telegraph and night-letter blanks be used for these exercises.

Note 93 (page 274). It may be advisable to include these and other advertisements in the class magazine.

Note 94 (page 284). Pupils will be saved confusion of thought if the consideration of the passive form be postponed to page 306. See also page 388.

Note 95 (page 306). Attention may be called to the fact that the object of the active verb becomes the subject of the passive verb.

Note 96 (page 312). See the Correct Use sections beginning on pages 287, 291, 305, 309. See also Notes 4 and 69.

Note 97 (page 322). See also page 334.

Note 98 (page 331). The best account may be included in the class magazine. See page 221.

Note 99 (page 332). It is suggested that pupils, whenever practicable, illustrate their explanations by doing before the class the very thing (as, for instance, making a willow whistle) which they are explaining. See Note 111.

Note 100 (page 361). This composition subject was used by F. S. Hoyt in his investigation "to determine what relation a knowledge of grammar bears to the ability to use good English." See Teachers College Record (November, 1906), p. 14. See also Notes 38 and 51, and devote a class period to comparing with this letter those written the year before (see pages 68 and 121).

Note 101 (page 362). The terms *direct quotation* and *indirect quotation* (as well as *indirect question*) may be used in this connection. Attention is called to the fact that, besides providing for practice in the use of capitals and punctuation marks, these exercises call for work in variety in expression.

Teachers may wish to call attention in the study of indirect quotations to the relation between the tense of the verb in the principal clause and of the verb in the subordinate clause—that is, the *sequence of tenses*. This is illustrated in the following sentences:

He said, "I <i>am going</i> ."	"Where <i>is</i> your brother?" asked the teacher.
He said that he <i>was going</i> .	The teacher asked me where my brother <i>was</i> .

Note 102 (page 416). This rule does not apply to quoted fragments of sentences nor to so-called indirect quotations. See page 362.

Note 103 (page 371). Case may be defined also as the *relation* of a noun

or pronoun to other words in the sentence. Accordingly, the following *case uses* (as opposed to *case forms*) of nouns and pronouns may be distinguished for purposes of parsing:

I. A noun or pronoun is said to be in the **nominative case** when it is used

1. As the subject of a sentence. Thus:

John is happy. *He* is successful.

2. As the predicate word in a sentence. Thus:

This is *John*. This is *he*. The boy was named *John*.

3. Independently in address. Thus:

John, where are you? *John*, please come here.

4. Independently in exclamation. Thus:

Poor *John*! He never returned.

5. As an appositive modifying a word in the nominative case. Thus:

He, *John*, did not answer immediately.

6. With a participle that modifies it and forms with it an adverb phrase of time, cause, or circumstance (see page 374). Thus:

John having pulled off his boots, we felt sure of his intending to go with us.

NOTE. *John*, in the preceding sentence, may be called a *nominative absolute*.

II. A noun or pronoun is said to be in the **genitive case** (also called the possessive case) when it is used

1. To denote possession. Thus:

John's pencil lay on the table. *Whose* book is that?

2. To indicate connection. Thus:

He lived a *day's* journey from the mountain.

Help me, for goodness' sake.

NOTE. Observe that the final *s* in this genitive is omitted to avoid the succession of too many hissing sounds.

III. A noun or pronoun is said to be in the **dative case** (also called the objective case) when it is used

1. As the indirect object of a verb. Thus:

They gave *John* a present. They gave *him* a dog.

2. As an appositive modifying a word in the dative case. Thus:

He offered me, his *brother*, one fourth of the land.

IV. A noun or pronoun is said to be in the **accusative case** (also called the **objective case**) when it is used

1. As the object (direct) of a verb. Thus :

I saw *John*. John saw *me*.

2. As the object of a preposition. Thus :

This letter is for *John*. The package is for *me*.

3. As an adjunct accusative. Thus :

The manager appointed John *cashier*.

4. As an adverb modifier. Thus :

We tramped *miles* that day.

5. As an appositive modifying a word in the accusative case. Thus :

I saw him, *John*, in the game, and I am sure it was John.

6. As the subject of an infinitive. Thus :

I expected *John* to go. I asked *him* to do so.

7. As the predicate word in an infinitive clause. Thus :

I knew him to be *John* the moment I saw his eyes.

8. As a retained object after a passive verb. Thus :

The boy was given a severe *lecture* by the principal.

9. As a secondary object after *teach* or *ask*. Thus :

The stranger asked me the *way* to the post office.

10. As a cognate object after a verb regularly intransitive. Thus :

The children ran a *race*. The queen wept bitter *tears*.

11. As a causative object after a verb regularly intransitive. Thus :

The boy ran the *horse* into the fence.

Note 104 (page 195). The distinction between *descriptive* and *determinative* clauses may be made in connection with this exercise. Thus :

1. The hinge, which is squeaking, needs oil. (THE CLAUSE *which is squeaking* IS A DESCRIPTIVE CLAUSE.)

2. The hinge which is squeaking needs oil. (THE CLAUSE *which is squeaking* IS A DETERMINATIVE CLAUSE.)

In the first sentence above, the subordinate clause is parenthetical and inclosed in commas. But in the second sentence the subordinate clause is more than a parenthetical description of the hinge. It *points out*, that is,

determines, the hinge that needs oil. A determinative clause is so necessary to the main thought of the sentence that it is never separated from the principal clause by commas.

Note 105 (pages 73, 277, 367). The teacher's attention is called to the following matter having to do with (1) vocal drill, (2) the discovery and treatment of speech difficulties or defects, and (3) stammering or stuttering.

VOCAL DRILL

The purpose of vocal drill is to give breath control, to strengthen the voice, to give purity of tone, distinctness of enunciation, and agreeable utterance. The teacher should make use of the drills every week. They hardly need special motivation, since the needs of the class in this respect can be pointed out incidentally during any recitation. The same drills may be used over and over, exactly as in the case of gymnastics, but teachers will have no difficulty in devising variations if these seem desirable.

It is a common fault of teachers and pupils, especially when speaking in a large room or when calling a person from a distance, to pitch the voice too high. No matter how large the room, speakers will do well to pitch the voice in the middle of the vocal range and to keep it there much of the time.

SPEECH DIFFICULTIES OR DEFECTS

Some pupils, particularly children of foreign parentage, labor under the disadvantage of not being able to pronounce easily, if at all, some of the sound combinations that occur in English words. It is suggested that pupils be tested by means of the following list of words, each of which represents a speech difficulty. The italicized letter or letters in each word indicate the difficulty involved in that word.

- | | |
|--|---|
| 1. <i>catch</i> , <i>can</i> | 11. <i>cub</i> , <i>cup</i> , <i>curb</i> |
| 2. <i>farm</i> , <i>calm</i> , <i>calf</i> | 12. <i>tale</i> , <i>dale</i> , <i>done</i> |
| 3. <i>America</i> | 13. <i>land</i> , <i>add</i> , <i>and</i> |
| 4. <i>fern</i> , <i>her</i> | 14. <i>fine</i> , <i>found</i> , <i>four</i> |
| 5. <i>steel</i> , <i>seal</i> , <i>eat</i> | 15. <i>vast</i> , <i>vile</i> , <i>five</i> |
| 6. <i>give</i> , <i>tin</i> | 16. <i>wheat</i> , <i>when</i> , <i>why</i> |
| 7. <i>office</i> , <i>orange</i> | 17. <i>besieged</i> , <i>jump</i> , <i>badge</i> |
| 8. <i>window</i> , <i>follow</i> | 18. <i>finger</i> , <i>linger</i> , <i>longer</i> |
| 9. <i>room</i> , <i>broom</i> | 19. <i>singer</i> , <i>ringing</i> |
| 10. <i>tune</i> , <i>Tuesday</i> | 20. <i>car</i> , <i>far</i> , <i>idea</i> |

21. was, nose, exercise
22. assure, leisure
23. kept, slept, last
24. think, thin, breath
25. breathe, the, this, that

26. well, way, word, wagon
27. going, doing, laughing
28. how, cow, down, town
29. boil, oyster
30. join, girl

When a speech difficulty is discovered, the pupil should be asked to speak the troublesome sound in imitation of the teacher. If he cannot learn it by imitation the sound should be taught him by position. For instance, if he says "dis" for "this," he is placing the tip of the tongue against the gum back of his upper teeth instead of placing it between the teeth as he begins the word. If the pupil cannot learn to produce the sound or pronounce the word after the proper position of the speech organs has been shown him, the speech defect may be a serious one, due to mental disorders or physical defects, and should be diagnosed and prescribed for by a specialist.

STAMMERING

In some instances stammering or stuttering is due to a mental disorder or physical defect, which should be diagnosed and prescribed for by a specialist. Very often stuttering resolves itself into a difficulty of blending an initial consonant sound with the vowel sound following it. Effective drills to overcome this difficulty consist of exercises in pronouncing syllables like *bă*, *bĕ*, *bĭ*, *bô*, *bû*, and similar combinations with *p*, *d*, *t*, *g*, *k*, *l*, and *r* in the place of *b*, followed by exercises in pronouncing words that begin with these sound combinations, as, *băt*, *bêt*, *bĭt*, *bônd*, *bûg*. See an excellent article by Leon Mones in the *English Journal*, January, 1919, entitled, "Treating the Stammerer."

Teachers wishing to investigate this subject and the entire subject of speech defects further are referred to the following publications: *Volta Review*, Washington, D. C.; Bulletins by Dr. Frederick Martin (New York City Board of Education); Scripture's "Stuttering and Lipping" (The Macmillan Company); Blanton's "Speech Training for Children" (The Century Company); Scripture and Jackson's "Manual of Exercises for Correction of Speech Disorders" (F. A. Davis Company, Philadelphia).

Note 106 (pages 92, 247). It will seem to many teachers advisable to devote several English periods to exercises in courtesy, pleasant manners, and good form. What pupils need, however, is not a lecture on the subject but actual practice in courteous behavior. Since English is in essence the study of the art of communication and since communication is more than matter and words

but also *manner*, attention should be given by the English teacher to this phase of oral and written expression.

Note 107 (pages 120, 221). The current-events club might publish a black-board newspaper. Each pupil would be a newspaper reporter and would write his news item on the board, at a place decided by a committee of editors. The editors would set aside a part of the board for each kind of news matter.

One morning every week or two, before school, the newspaper may be placed on the blackboard, each editor or reporter writing his own column and the entire committee or group of editors or reporters reading all of the columns for mistakes.

Note 108 (page 175). The speaking and writing of pupils will gain in fluency and flexibility if pupils are given practice in the use of transition words. It is suggested that the list below be copied on the board and that pupils be required repeatedly to give pairs of sentences connected by these words. The sentences should of course be connected in thought and the second sentence should begin with one of the words or phrases in the list. Thus:

1. The earth is round.
2. *Therefore*, the masts of a distant ship are seen on the horizon before the hull is in view.
1. I will not go swimming to-day.
2. *On the contrary*, I have decided to stay in my room and write letters.

TRANSITION WORDS AND PHRASES

Therefore	To be sure	Other things being equal
Accordingly	As a matter of fact	As a rule
Consequently	On the contrary	In the first place
As a result	Moreover	Above all
It follows that	Nevertheless	In general
Meanwhile	On the other hand	For example
For that matter	Notwithstanding	In this connection

Note 109 (page 321). Pupils should be warned not to offend by calling attention to peculiarities about which the persons described or their friends may be sensitive.

Note 110 (page 334). It is suggested that the class play "Twenty Years After." Each pupil may be asked to make up an original story of the twenty years since he left school. Perhaps he has become a famous musician or actor or traveler or discoverer and will have a most entertaining story to tell his classmates.

Note 111. Since the study of English composition is essentially the study of the art of communication, it is imperative that each speaking pupil be provided with an audience and each writing pupil with a reader.

The ideal classroom condition for the socialized recitation is that all but the learning group be excluded from the room, with the exception of the teacher, who is present as adviser, court of appeal, and invisible guide and guardian. This condition removes lazily watching bystanders, whose interest in the class situation cannot be keen, personal, and responsible enough to keep them out of mischief. This ideal state of affairs cannot always be realized. Teachers must adapt themselves and their English work to the circumstances governing their teaching. In rural schools, particularly, good judgment is called for. Here the classes in one room are usually relatively small and many; indeed, there are frequently several classes consisting of only one pupil each.

What shall be done in such one-pupil classes with the socialized recitation, the group exercises, the class criticisms, the inter-pupil correspondence and the class post office, the exchanging of letters for correction purposes, the pupil conversations and dramatizations, the games, the team work, the story hour, the debates, and the other socialized activities suggested for the English work? Remembering that the best work in English cannot be realized without such socializations, the teacher may follow one or more of the following suggestions: (1) if possible, to combine several one-pupil classes for the English work; (2) to take part in the class work as if a member of the class rather than an instructor, that is, to engage in the activities required of the pupils, the story-telling, the dramatization, the letter writing, the games, the debates, rather than to remain an outsider and a critical and superior onlooker; (3) to utilize the dramatization exercises for impersonations and soliloquies; (4) to transform the games into solitaires; (5) to employ the critical questions of the group and correction exercises for individual criticism of compositions; (6) to utilize the story-telling and other suitable composition exercises in one class for the entertainment or instruction of the other classes.

Attention is called to the following excerpt from Finlay-Johnson's "The Dramatic Method of Teaching" (Ginn):

Having brought my school to a condition in which the pupils had really lost and forgotten the relationships of teacher and pupil, *by substituting those of fellow workers, friends, and playmates*, I now set to work to use to full advantage this condition of affairs. It was now quite possible to play any game in school without fear of the pupils' getting out of hand, confused, or too boisterous. There could be plenty of liberty without license, because the teacher, being a companion to and fellow worker with the pupils, had a

strong moral hold on them and shared in the citizen's right of holding an opinion, being heard, therefore, not as "absolute monarch," but on the same grounds as the children themselves. Hence every one exerted his or her individual powers to make the plays a success, and it was the equal right of teacher or child to say, "So-and-so is n't playing the game," or in some other way to criticize the actions of others. It was, moreover, a point of honor that pupils so criticized should take the matter in good part and endeavor to conform to the rules of the game.

Note 112. Occasionally, if not continually, story hours may be given over to story projects; as, for instance, the making of a collection of war stories, or the gathering of anecdotes about Lincoln, about Washington, about Longfellow, about Edison, or about some other great man or about a great woman. An interesting project may be made of the gathering of headlines from old newspapers and asking classmates to invent stories to fit them.

Note 113. Pupils should leave a one-inch margin when they write letters, should begin the greeting one inch from the edge of the paper, the heading and ending near the middle of the page, and should give the first line of each paragraph a one-inch indentation.

Note 114. Teachers may advantageously present outlines on the board. Thus:

SCHOOL DAYS AND VACATION DAYS

I. Going to school

A. What I like about school

B. What I don't like

II. Why I prefer vacation to school

A.

B.

Pupils may suggest additions to an outline or changes in it as it is placed on the board. The resulting coöperative outline may then be used by each speaker as his own.

Pupils sometimes write each sentence as a separate paragraph. They do not *group* their sentences around central ideas or subjects and put into one paragraph all the sentences that belong together. This difficulty may be overcome by appropriate drill in writing on two-paragraph topics, like, "Why I Prefer Dogs to Cats," "Looking North from the Schoolhouse and Looking South," "Fruit Trees and Forest Trees," "Before Dinner and After Dinner," and "A Walk in Winter and a Walk in Summer."

Note 115. When the opening sentence of a talk or letter or story is criticized as uninteresting or inadequate, the class may be asked to suggest a more suitable one. Since this first sentence should arouse the attention of the hearer or reader, it should be as telling as the speaker or writer can make it. Pairs of sentences like the following may be copied on the board and the contrast between them pointed out:

1. I have nothing to do this morning, and I think I will write you a letter.
2. I am glad I have time to write you this morning, for I have interesting news to tell you.
1. My mother did not like it, because my new suit was spoiled.
2. I will leave you to imagine what happened when I reached home.

Note 116. Attention is called to the fact that the additions to the essentials must be modifiers. It will not do to string the sentence along with *and's*, *so's*, and *then's*, loosely adding clause after clause. On the contrary, the essentials should be made to branch and grow by means of adjective and adverb modifiers.

It is interesting and profitable to cut into many short sentences a long sentence that the class has built. Thus, the group of sentence essentials,

Acrobat performed tricks,

may be added to until it becomes the following:

Under the wide-spreading tent, in which were ten thousand astonished and delighted spectators, the famous acrobat, Alfonso of Old Mexico, dressed from head to foot in red silk, which was trimmed with black braid and gold tassels, performed daring and interesting tricks on a high trapeze while the circus band, that consisted of fifty trained musicians, played a lively tune.

Then this long sentence may be divided into as many short sentences as the pupils can make of it. (Done orally with a clear-cut dropping of the voice at the end of each short sentence, this separation proves an excellent antidote for the "*and*" habit.) Thus:

There was a wide-spreading tent● In it were ten thousand spectators● They were astonished● They were delighted● Alfonso of Old Mexico was on the trapeze● The famous acrobat was dressed from head to foot in red silk● It was trimmed with black braid and gold tassels● He performed daring and interesting tricks● All the while the circus band, that consisted of fifty trained musicians, played a lively tune●

Note 117. "The personal pronouns are those which especially mark differences of person; that is, they distinguish the person speaking from the person spoken to and the person spoken of."—Whitney.

Note 118. It is much fun making a class picture book. Each pupil writes a description of himself, and this description (after the class has suggested improvements and it has been rewritten) forms one page of the book. As the teacher reads each description aloud, the class tries to tell who wrote it. All the descriptions may be bound in a cover, on which might be printed this title:

THE CLASS PICTURE BOOK

Note 119. Children of foreign parentage often commit errors in English because they carry over into English the constructions which they employ in their native language. To remove these errors it is not enough to explain the correct construction; in fact, such explanations are often out of question because of the limited grammatical knowledge of the pupil; and, in any case, they are ineffectual means for improving the child's speech. Instead, the method employed in the correct-usage drills, of having the pupil repeat the correct form in a great variety of sentences, should be used. A group exercise should be used for gathering suitable sentences for these repetitions, each pupil contributing one or more, which are written on the board by the teacher.

Note 120 (page 99). The purpose of this review is simply to keep fresh in the pupil's mind what he has learned of the parts of speech in Chapter Three. Difficulties are to be avoided, as are idiomatic constructions and nice grammatical distinctions. Not *all* of the nouns in the selection are to be pointed out by the pupil, not *all* of the pronouns, etc., but only *several* of each.

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